

Board of Education Regular Meeting
Monday, September 12, 2022 Regular Board
Meeting will begin following the Budget
Hearing Meeting.
Jr/Sr High School Library
611 West 7th Street
Wayne, Nebraska 68787

- I. Call the Meeting to Order
 - I.a. Pledge of Allegiance
 - I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (9/6/2022), and online: www.wayneschools.org
 - I.c. Action on Absence and Roll Call
 - I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.
 - I.e. Consent Agenda - Discuss, Consider, and Take Necessary Action on Minutes of Previous Meetings and Financial Claims
 - I.e.I. Approval of Minutes of Previous Meetings
 - I.e.II. Approval of Financial Reports and Claims
 - I.f. Personnel
- II. Communications from the Public (Policy 8346) and Requested Presentations
- III. Action Items
 - III.a. Old Business
 - III.a.I. Second Reading of Policy 2102: Superintendent - Job Description - Discuss, Consider, and Take Necessary Action on Second Reading of Policy 2102
 - III.a.II. Second Reading of Policy 8230: Policy for Board Member Attendance at Functions - Discuss, Consider, and Take Necessary Action on Second Reading of Policy 8230
 - III.a.III. Second Reading of Policy 8231: Coffee Act Policy - Discuss, Consider, and Take Necessary Action on Second Reading of Policy 8231

III.b. New Business

III.b.I. Discussion regarding real estate of old School District 83 rural school, legally described as Tax Lot 1, Part of the NE ¼ of the NE ¼ of Section 23, Township 26, Range 1 East, in Wayne County (one acre), including potential future uses or dispositions.
(Land is located at the intersection of 855th Rd and 563rd Ave)

III.b.II. First Reading of Policy 6212 - Discuss, Consider, and Take Necessary Action on First Reading of Policy 6212

IV. Administration and Board Committee Reports:

IV.a. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. 2022-2023 Administrative Structure

IV.a.I.2. Principal Evaluation Process

IV.a.I.3. Enrollment Summary

IV.a.I.4. Strategic Plan - Priority Three

IV.a.I.5. Out of State Travel for Student Activities

IV.a.II. High School Principal

IV.a.II.1. 2022-23 Class Enrollments

IV.a.III. Special Education/Early Learning Center Director

IV.a.IV. Elementary Principal

IV.a.V. Junior High Principal/Activities Director

IV.a.V.1. 2022-23 Class Enrollments

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Justin Davis, Jaime Manz, Sylvia Ruhl, Dave Wragge, Mark Lenihan, Brandon Foote

IV.b.II. Curriculum and Committee on American Civics - Jaime Manz, Jeryl Nelson, Sylvia Ruhl, Mark Lenihan, Misty Beair

IV.b.III. Facility/Safety/Finance - Justin Davis, Lynn Junck, Jeryl Nelson, Mark Lenihan, Russ Plager, Jordan Widner, Mary Jean Roberson

Review of Community Facility Committee Meeting Schedule

IV.b.IV. Policy/Title IX - Jaime Manz, Jeryl Nelson, Jodi Pulfer, Mark Lenihan, Tucker Hight, Russ Plager

IV.b.V. Negotiations - Justin Davis, Lynn Junck, Jodi Pulfer, Mark Lenihan

IV.b.VI. Legislative - Lynn Junck, Jodi Pulfer, Sylvia Ruhl, Mark Lenihan

V. Boardsmanship

V.a.Board Member Awards of Achievement - Awarded at the 2022 Area Membership Meeting on August 31, 2022 in Norfolk, NE

*Justin Davis - Level III

*Jaime Manz - Level III

*Jodi Pulfer - Level IV

*Sylvia Ruhl - Level III

V.b. Board Review of Policies 5000-5300

V.c.Discussion on Honor Coffees

VI. Future Agenda Items

*Tour of Jr/Sr High School

*Option Enrollment Numbers

*Policy 2103 - Superintendent Appraisal

*Board Review of Policies 5400-5601

*Facilities and Construction Workshop - September 22, Kearney

*State Education Conference - November 16-18, Omaha, NE

VII. Adjournment

**Wayne Community Schools
Board of Education Regular Meeting Minutes
August 8, 2022**

The regular meeting of the Wayne Board of Education was held at 611 West 7th Street, Wayne, NE, 68787, on Monday, August 8, 2022, at 5:00 PM. Notice of the meeting and place of agenda was posted at Wayne Community Schools, posted in The Wayne Herald (8/4/2022), and online: wayneschools.org. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

Present Board Members:

Mr. Justin Davis
Mrs. Jaime Manz
Dr. Jeryl Nelson
Dr. Jodi Pulfer
Mrs. Sylvia Ruhl

Absent Board Member:

Mr. Lynn Junck

I. Call the Meeting to Order

Discussion: The meeting was called to order at 5:00 p.m. in the Jr/Sr High School Library.

I.a. Pledge of Allegiance

I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (8/4/2022), and online: www.wayneschools.org

I.c. Action on Absence and Roll Call

Motion to excuse absent board member, Mr. Lynn Junck, passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.

Motion to approve agenda, as presented, passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Sylvia Ruhl. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

I.e. Consent Agenda - Discuss, Consider, and Take Necessary Action on Minutes of Previous Meetings and Financial Claims

Motion to approve consent agenda, as presented, passed with a motion by Mrs. Jaime Manz and a second by Dr. Jeryl Nelson. Motion passed with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

I.e.I. Approval of Minutes of Previous Meetings

I.e.II. Approval of Financial Reports and Claims

I.f. Personnel

II. Communications from the Public (Policy 8346) and Requested Presentations

II.a. Committee on American Civics Report

Discussion: The committee discussed curriculum updates and the Americanism Statute. Dr. Lenihan confirmed that the following patriotic themes are covered during Social Studies classes: George Washington, Abraham Lincoln, and Dr. Martin Luther King, Jr's birthdays, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving.

III. Action Items

III.a. Old Business

III.a.I. Second Reading of Superintendent Evaluation Handbook - Discuss, Consider, and Take Necessary Action on Second Reading of Superintendent Evaluation Handbook

Motion to approve Second Reading of Superintendent Evaluation Handbook passed with a motion by Mrs. Sylvia Ruhl and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the second reading of the Superintendent Evaluation Handbook.

III.b. New Business

III.b.I. CM@R Recommendation - Discuss, Consider, and Take Necessary Action with Regard to the Findings and Recommendations of the Selection Committee for the Position of Construction Manager at Risk for the Proposed Early Childhood and High School Improvements Project

Motion by Mr. Justin Davis that the Board of Education of this School District should and does hereby approve and adopt the Resolution, as presented and attached hereto, with regard to the ranking and selection of Hausmann Construction as the top ranked construction manager at risk for the proposed early childhood and high school improvements project, passed with a motion by Mr. Justin Davis and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the recommendation from the Selection Committee for the proposal from Hausmann Construction for the Early Childhood and High School Improvements Project. The Board thanked the committee members for the work that has been put into this project.

III.b.II. First Reading of Policy 2102: Superintendent - Job Description - Discuss, Consider, and Take Necessary Action on First Reading of Policy 2102: Superintendent - Job Description

Motion to approve the First Reading of Policy 2102: Superintendent - Job Description passed with a motion by Mrs. Jaime Manz and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the first reading of Policy 2102: Superintendent - Job Description. All policies can be accessed through the school's website.

III.b.III. First Reading of Policy 8230: Policy for Board Member Attendance at Functions - Discuss, Consider, and Take Necessary Action on First Reading of Policy 8230: Policy for Board Member Attendance at Functions

Motion to approve the First Reading of Policy 8230: Policy for Board Member Attendance at Functions passed with a motion by Mrs. Sylvia Ruhl and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the first reading of Policy 8230: Policy for Board Member Attendance at Function. All policies can be accessed through the school's website.

III.b.IV. First Reading of Policy 8231: Coffee Act Policy - Discuss, Consider, and Take Necessary Action on First Reading of Policy 8231: Coffee Act Policy

Motion to approve the First Reading of Policy 8231: Coffee Act Policy passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the first reading of Policy 8231: Coffee Act Policy. All policies can be accessed through the school's website.

III.b.V. ARP/ESSER Safe Return to School Plan Review - Discuss, Review, Consider, and Take Necessary Action on the ARP/ESSER Safe Return to School Plan

Motion to approve the ARP/ESSER Safe Return to School Plan as it exists passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: This is the review of the Safe to Return to School Plan. It is required to review the plan every six months. There are no changes to the plan.

III.b.VI. Heartland Counseling - Discuss, Consider, and Take Necessary Action on Adding an Additional Counselor from Heartland Counseling

Motion to provide the Superintendent authorization to execute the necessary contract with Heartland Counseling for an additional counselor passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the Superintendent authorization to execute the necessary contract with Heartland Counseling for an additional counselor for Wayne Community Schools.

IV. Administration and Board Committee Reports:

IV.a.I. Administration - Written reports were provided by Administration. Copies of their reports are available at the District Office upon request.

IV.a.I. Superintendent

IV.a.I.1. Budget Update

Discussion: Dr. Lenihan gave the Board a budget update and stated he is waiting on property evaluations.

IV.a.I.2. 2022-23 Adult Meal Prices

Discussion: Dr. Lenihan stated that student meal prices did not increase for 2022-23. New adult prices are \$2.60 for breakfast and \$4.25 for lunch.

IV.a.I.3. Policy 5008 - Annual meeting with the County Attorney on Attendance and Student Discipline Issues

The principals will arrange this collaborative meeting with the County Attorney, which is required annually to discuss attendance and student discipline issues.

Discussion: Dr. Lenihan reviewed Policy 5008 - Student Attendance. The principals will arrange meetings with the County Attorney if any attendance or discipline issues arise.

IV.a.I.4. 2022-23 MTSS/Staff In-service Plan

Discussion: Dr. Lenihan discussed the changes in the assessment testing schedule for the upcoming year. He also discussed the Wednesday, 2:00 dismissal, In-service plan for the 2022-2023 school year.

IV.a.I.5. Pre-Service Days Schedule

Discussion: The Board was informed on the upcoming pre-service days before the beginning of the year.

IV.a.I.6. Transportation Update

Discussion: The Board received information on the Carroll activity route. For now, there will be no activity route to Carroll. This will be addressed again later in the school year.

IV.a.II. High School Principal

Discussion: Mr. Hight noted that students have been coming for their new class schedules. He thanked the Board for the opportunity to attend Administrator Days.

IV.a.III. Special Education/Early Learning Center Director

Discussion: Mrs. Bear stated the Special Education Targeted Improvement Plan was approved by NDE. She told the Board that Wayne Community Schools was selected to be a part of the HAL/MTSS Pilot project.

IV.a.III.1. Early Learning Center Financial Report

Discussion: Mrs. Bear discussed the 2021-22 finances involving the Early Learning Center.

IV.a.IV. Elementary Principal

Discussion: Mr. Plager stated summer school attendance went well. Wayne Community Chest awarded \$2,000 to help support Kids Club.

IV.a.IV.1. Kids Club Financial Report

Discussion: Mr. Plager discussed the expenses for the 2022-23 Kids Club program.

IV.a.V. Junior High Principal/Activities Director

Discussion: Mr. Wragge said fall practices have begun. He announced Mr. Hayden DeLano as the new football coach and Mrs. Nichelle Daum as the new volleyball coach. The Jr. High enrollment is good for the upcoming year.

IV.b. Board Committees

IV.b.I. Foundation and Community Relations - Justin Davis, Jaime Manz, Sylvia Ruhl, Dave Wragge, Mark Lenihan, Brandon Foote
Discussion: Mr. Brandon Foote shared that the Staff Giving Campaign will be starting. The annual Murray Fishing Tournament will be held at the end of August. It is the 18th year for the tournament.

IV.b.II. Curriculum and Committee on American Civics - Jaime Manz, Jeryl Nelson, Sylvia Ruhl, Mark Lenihan, Misty Bear
Discussion: No report.

IV.b.III. Facility/Safety/Finance - Justin Davis, Lynn Junck, Jeryl Nelson, Mark Lenihan, Russ Plager, Jordan Widner, Mary Jean Roberson
Discussion: Mr. Jordan Widner stated the west entrance stairs are done. Railing will be put up at a later date. He noted the Jr. High wing is still having cooling issues.

IV.b.IV. Policy/Title IX - Jaime Manz, Jeryl Nelson, Jodi Pulfer, Mark Lenihan, Tucker Hight, Russ Plager
Discussion: No report.

IV.b.V. Negotiations - Justin Davis, Lynn Junck, Jodi Pulfer, Mark Lenihan
Discussion: No report.

IV.b.VI. Legislative - Lynn Junck, Jodi Pulfer, Sylvia Ruhl, Mark Lenihan
Discussion: No report.

V. Boardsmanship:

V.a. Review of Policies 5000-5300: September meeting

VI. Future Agenda Items:

September 12th meeting

- * Second Reading of Policy 2102: Superintendent - Job Description
- * Second Reading of Policy 8230: Policy for Board Member Attendance at Functions
- * Second Reading of Policy 8231: Coffee Act Policy
- * Budget Hearing (9/12/22) & Joint Public Tax Hearing date (TBA - 9/20/22 tentative)
- * Enrollment Report
- * Review of the Summer School Program
- * Fall District Enrollment Figures
- * Principal Evaluation Process
- * Review of Policies 5400-5601
- * Board/Staff Breakfast - Monday, August 15, 2022, 8:00 a.m.
- * District Open House - Monday, August 15, 2022, 5:00-7:00 p.m.
- * **Special Meeting - August 30, 2022, 5:00 p.m.**
- * End of Year Claims

- * Budget session
- * Security camera quote
- * Morrissey Engineers - Fire alarm - elementary school
- * 2022 Area Membership Meeting - Wednesday, August 31, 2022
- * **Special Budget Meeting** - Week of September 26th, or Thursday, September 22nd - dependent on JPH date.

VII. Adjournment

Motion to Adjourn Meeting passed with a motion by Mrs. Jaime Manz and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

Discussion: The meeting was adjourned at 6:17 p.m. The next regular Board Meeting will be Monday, September 12, 2022. The meeting will be held in the Jr/Sr High School Library.

Deb Daum, Secretary

**Wayne Community Schools
Board of Education End of Year Claims Minutes
August 30, 2022**

The End of Year Claims meeting of the Wayne Board of Education was held at 611 West 7th Street, Wayne, NE, 68787, on Monday, August 30, 2022, at 5:00 PM. Notice of the meeting and place of agenda was posted at Wayne Community Schools, posted in The Wayne Herald (8/23/2022), and online: wayneschools.org. A copy of the Nebraska Open Meetings Act was displayed for the public to read.

Present Board Members:

Mr. Justin Davis
Mrs. Jaime Manz
Dr. Jeryl Nelson
Dr. Jodi Pulfer
Mrs. Sylvia Ruhl

Absent Board Members:

Mr. Lynn Junck

I. Call the Meeting to Order

Discussion: The meeting was called to order at 5:00 p.m.

I.a. Pledge of Allegiance

I.b. Announce Open Meetings Act Posting and Location - Posted at Wayne Community Schools, Published in the Wayne Herald (8/23/2022), and online:

www.wayneschools.org

I.c. Action on Absence and Roll Call

Motion to excuse absent board member, Mr. Lynn Junck, passed with a motion by Mrs. Jaime Manz and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mr. Lynn Junck:	Absent
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

Discussion: The Board approved the absence of Mr. Lynn Junck.

I.d. Approval of Agenda - The Board may enter Executive Session to discuss any matter for which Executive Session is lawful and appropriate.

Motion to approve agenda, as presented, passed with a motion by Mrs. Sylvia Ruhl and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mr. Lynn Junck:	Absent
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

II. Action Items

II.a. New Business

II.a.I. Approval of Financial Claims

Motion to approve the Financial Claims, passed with a motion by Dr. Jeryl Nelson and a second by Mr. Justin Davis. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mr. Lynn Junck:	Absent
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes
Mrs. Sylvia Ruhl:	Yes

Discussion: The Board reviewed the remaining claims for the fiscal year. Mrs. Mary Jean Roberson, Business Manager, was in attendance to answer any questions the Board had.

II.a.II. Depreciation Transfer - Discuss, Consider, and Take Necessary Action on a Transfer of Funds from the General Fund to the Depreciation Fund

Motion to approve the transfer of \$50,000 from the General Fund to the Depreciation Fund earmarked for technology passed with a motion by Mr. Justin Davis and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis:	Yes
Mr. Lynn Junck:	Absent
Mrs. Jaime Manz:	Yes
Dr. Jeryl Nelson:	Yes
Dr. Jodi Pulfer:	Yes

Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the transfer from the General Fund to the Depreciation Fund.

II.a.III. Security Camera Quote - Discuss, Consider, and Take Necessary Action on Security Camera Quote

Motion to approve the quote from Verkada for \$11,498.30 for indoor security cameras passed with a motion by Dr. Jeryl Nelson and a second by Mrs. Jaime Manz. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mr. Lynn Junck: Absent
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the quote from Verkada for indoor security cameras at the Elementary School. The motion was amended to reflect the price of the cameras without the sales tax.

II.a.IV. CM@R Agreement - Discuss, Consider, and Take Necessary Action with Regard to Approving the Construction Manager at Risk Agreement for the Proposed Early Childhood and High School Improvements Project

Motion that the Board of Education of this School District should and does hereby approve the construction manager at risk agreement between the School District and Hausmann Construction, Inc., for the proposed early childhood and high school improvements project, in the form on file with official School District records and as presented at this meeting or with such changes as are deemed necessary and in the best interest of the School District and approved by the Board President or Superintendent of Schools, and further hereby delegates authority to and authorizes and directs the Board president, or designee, to sign, execute and deliver the agreement, any agreement amendments, change orders or other documents call for in such agreement, to pay the contract sum, and to take all other action necessary to carry such agreement into effect, passed with a motion by Dr. Jeryl Nelson and a second by Mr. Justin Davis. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mr. Lynn Junck: Absent
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes

Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the Construction Manager at Risk Agreement with Hausmann Construction, Inc., for the proposed Early Childhood and High School Improvements Project.

II.a.V. Proposal for Professional Engineering Services - Morrissey Engineering - Discuss, Consider, and Take Necessary Action on Proposal for Professional Engineering Services

Motion to approve the Proposal for Professional Engineering Services from Morrissey Engineering for \$20,000 for the Elementary School Fire Alarm System update passed with a motion by Mr. Justin Davis and a second by Mrs. Sylvia Ruhl. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mr. Lynn Junck: Absent
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The Board approved the proposal from Morrissey Engineering for fire alarms at the Elementary School. Design and bids will occur this fall.

III. Superintendent

III.a. Budget Workshop

Discussion: Dr. Lenihan presented the proposed budget. He also explained the new process of the Tax Request Hearing, which will take place at the Wayne County Courthouse on September 20, 2022.

IV. Adjournment

Motion to adjourn the meeting passed with a motion by Mrs. Jaime Manz and a second by Dr. Jeryl Nelson. Motion carried with five yes votes.

Mr. Justin Davis: Yes
Mr. Lynn Junck: Absent
Mrs. Jaime Manz: Yes
Dr. Jeryl Nelson: Yes
Dr. Jodi Pulfer: Yes
Mrs. Sylvia Ruhl: Yes

Discussion: The meeting was adjourned at 5:52 p.m. The next regular Board Meeting will be Monday, September 12, 2022. The meeting will begin at 5:00 p.m. in the Jr/Sr High School Library.

Deb Daum, Secretary

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 08/09/2022; End Date: 08/09/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] = "06") ; Created On: 8/9/2022 11:35:01 AM

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-08092022	State Nebraska Bank	540978	5296	Heartland Fire Protection	\$420.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Heartland Fire Protection		6893 payment 2	06-2-031000-350-000-000	semi-annual kitchen suppression system recertification/rep. & maint., SN		\$420.00
Sub Total						\$420.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-08092022	State Nebraska Bank	540978	5297	Poehlman, Judy A	\$72.30	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Poehlman, Judy A		7/28/22	06-2-031000-580-000-000	NDE food service training (J. Poehlman, T. Tiedtke) - mileage, meals/travel, SN		\$72.30
Sub Total						\$72.30
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
LF-08092022	State Nebraska Bank	540978	5298	St. Mary's Food Stand	\$585.68	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
St. Mary's Food Stand		7/22	06-2-031000-630-000-000	food purchased after fair/food, SN		\$585.68
Sub Total						\$585.68
Grand Total						\$1,077.98

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 08/09/2022; End Date: 08/09/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] = "06") ; Created On: 8/9/2022 11:35:01 AM

Check Date	Check Number	Payee	Type	Amount
08/09/2022	5296	Heartland Fire Protection	Accounts Payable	\$420.00
08/09/2022	5297	Poehlman, Judy A	Accounts Payable	\$72.30
08/09/2022	5298	St. Mary's Food Stand	Accounts Payable	\$585.68
Sub Total				\$1,077.98

Wayne Public Schools

Check Listing Report

Accounting Cycle: FY21-22; Begin Date: 08/09/2022; End Date: 08/09/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] = "06") ; Created On: 8/9/2022 11:35:01 AM

Check Date	Check Number	Payee	Description	Type	Amount
08/09/2022	5296	Heartland Fire Protection	semi-annual kitchen suppression system recert./rep. & maint., SN	Accounts Payable	\$420.00
08/09/2022	5297	Poehlman, Judy A	NDE food service training - mileage, meals/travel, SN	Accounts Payable	\$72.30
08/09/2022	5298	St. Mary's Food Stand	food purchased after fair/food, SN	Accounts Payable	\$585.68
Sub Total					\$1,077.98

Activity Fund Check Summary Report - August 2022

Check #	Check Date	Vendor Name	Paid from Account	Description	Amount
15531	8/16/2022	Hyatt Place Lincoln	Athletic	lodging/coaches clinic	2,133.00
15532	8/16/2022	Lauren Gilliland	Athletic	reimb./mileage - coaches clinic	163.13
15533	8/16/2022	West Point-Beemer HS	Athletic	entry fee - Golf Tourn., 8/6	100.00
15334	8/16/2022	Cross County Football	Football	helmet purchase	125.00
15535	8/16/2022	Graphic Edge	Softball	jerseys	544.97
15536	8/16/2022	Xan Barkdale Baseball	Softball	software license	174.95
15537	8/16/2022	Courtney Maas	Cross Country	reimb./team refreshments @ Yankton	63.00
15538	8/16/2022	Pac 'n' Save	VB 198.76		207.83
			SPED Transition 9.07		
15539	8/16/2022	Hauff Mid America Sports	Volleyball	shirts	980.00
15540	8/16/2022	Wildcat Lanes	Volleyball	bowling 8/8	100.00
15541	8/16/2022	UNO	JH W.E.B.	scholarship for K. Dorey	250.00
15542	8/16/2022	Total Graphics	FFA	shirts	180.00
15543	8/16/2022	Music Theatre Intl.	Musical	bal. of summer show	380.00
15544	8/16/2022	OTC Brands, Inc.	Blue Devil Bucks	student incentives	109.20
15545	8/16/2022	Vel's Bakery	Staff Support	donuts/staff inservice	190.00
15546	8/16/2022	Scanning Pens	Sib Shop	C-Pen reader	297.00
15547	8/16/2022	Amazon Capital Services	Grades	flag football set	29.99
15548	8/16/2022	WSC Instr. Resource Ctr.	Grades	2 poster orders	120.00
15549	8/16/2022	Johanna Osborn	Grades	reimb./team buider supplies	45.48
15550	8/18/2022	State Nebraska Bank (Cash)	Athletic 900.00	SB - Blair, 8/18	1,390.00
			Concessions 490.00		
15551	8/18/2022	State Nebraska Bank (Cash)	Athletic	Sports Kickoff/pass sales	150.00
15552	8/18/2022	Brandon Rystrom	Athletic	official, SB - Blair, 8/18	140.00
15553	8/18/2022	Gary Schuurmans	Athletic	official, SB - Blair, 8/18	140.00
15554	8/18/2022	Landon Bloedorn	Athletic	umpire - SB tourn., 8/20	210.00
15555	8/18/2022	Domenic Consoli	Athletic	umpire - SB tourn., 8/20	210.00
15556	8/18/2022	Gary Davis	Athletic	umpire - SB tourn., 8/20	210.00
15557	8/18/2022	Dallas Dorey	Athletic	umpire - SB tourn., 8/20	140.00
15558	8/18/2022	Mark Groth	Athletic	umpire - SB tourn., 8/20	210.00
15559	8/18/2022	Mark Jackson	Athletic	umpire - SB tourn., 8/20	210.00
15560	8/18/2022	Dan Meister	Athletic	umpire - SB tourn., 8/20	210.00
15561	8/18/2022	Josh Schlote	Athletic	umpire - SB tourn., 8/20	140.00

Activity Fund Check Summary Report - August 2022

15562	8/18/2022	Gary Schuurmans	Athletic		umpire - SB tourn., 8/20	210.00
15563	8/19/2022	State Nebraska Bank (Cash)	Athletic	1800.00	SB tourn., 8/20	2,750.00
			Concessions	950.00		
15564	8/23/2022	State Nebraska Bank (Cash)	Athletic	900.00	SB - O'Neill, 8/23	1,390.00
			Concessions	490.00		
15565	8/23/2022	Domenic Consoli	Athletic		umpire - SB - O'Neill, 8/23	140.00
15566	8/23/2022	Lane Gottula	Athletic		umpire - SB - O'Neill, 8/23	140.00
15567	8/25/2022	State Nebraska Bank (Cash)	Athletic	900.00	VB - Ponca, 8/25	1,390.00
			Concessions	490.00		
15568	8/25/2022	Brad Hoskins	Athletic		official, VB - Ponca, 8/25	150.00
15569		VOID			change in official	
15570	8/25/2022	Klay Koehlmoos	Athletic		official, VB - Ponca, 8/25	150.00
15571	8/30/2022	State Nebraska Bank (Cash)	Athletic	900.00	change, SB Bishop Neumann, 8/30	1,390.00
			Concessions	490.00		
15572	8/30/2022	Dan Meister	Athletic		umpire, SB-Bishop Neumann, 8/30	140.00
15573	8/30/2022	Gary Schuurmanns	Athletic		umpire, SB-Bishop Neumann, 8/30	140.00
					Check total	17,543.55

Wayne Public Schools

Check Listing Report 9-12-22 Board Meeting

Accounting Cycle: FY22-23; Begin Date: 09/01/2022; End Date: 09/09/2022; Bank: State Nebraska Bank; Sort By Element: FUND; Account Expression: ([FUND] In ("01","02","03","07","08","09")); Created On: 9/9/2022 3:03:46 PM

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2424	State Nebraska Bank	112507	1020	Sterling Computers	\$13,911.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Sterling Computers		0130447	02-2-022300-650-000-000	50 Chromebooks		\$13,911.00
Sub Total						\$13,911.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2423	State Nebraska Bank	540935	1676	Perry, Guthery, Haase &	\$2,986.88	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Perry, Guthery, Haase &		226	08-2-026200-340-000-010	Legal CM@R 7-22 thru 8-18 '22		\$2,986.88
Sub Total						\$2,986.88
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22731	Ace Hardware & Home	\$789.88	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Ace Hardware & Home		822	01-2-011900-610-300-000	car seat		\$64.99
Ace Hardware & Home		822	01-2-012003-610-005-011	keys		\$11.45
Ace Hardware & Home		822	01-2-022300-650-001-020	phone line cord, alkaline batteries, remote control device		\$27.17
Ace Hardware & Home		822	01-2-026200-431-001-010	paint and painters tape, telephone line cable		\$276.89
Ace Hardware & Home		822	01-2-026200-431-005-010	saw blades		\$32.98
Ace Hardware & Home		822	01-2-026200-610-000-000	paint, indoor fogger, clear tote, wasp & hornet kill		\$304.50
Ace Hardware & Home		822	01-2-026300-431-000-020	marking paint		\$29.96
Ace Hardware & Home		822	01-2-026300-431-001-020	concrete sealer		\$41.94
Sub Total						\$789.88
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22732	Allo Communications	\$161.61	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Allo Communications		8242022	01-2-011900-382-300-000	ELC Phone 8/24-9/23		\$161.61
Sub Total						\$161.61
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22733	Amazon Capital Services	\$744.21	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Amazon Capital Services	6764-2023	1NHW-Q76J-VLY6	01-2-021300-610-000-000	glass jar, smarties candy, laptop stand, nosebleed plugs, canvas art, 2 echo dots, vomit bags dispenser, heating pad, 2 USB desk fans, lotion, travel stethoscope case, 4 pack monitor board, emesis bags, salt lamp, oximeter blood oxygen saturation meter	09/05/2022	\$376.39
Amazon Capital Services	6800-2023	1LP7-JFH6-K1VY	01-2-026200-431-005-010	o-rings/ES bldg. upkeep & repair	09/07/2022	\$7.70
Amazon Capital Services	6798-2022	IVXG-DXR4-3P9N	01-2-011000-610-001-100	storage bins, inclinometer, fire starter survival kit, paracord	09/07/2022	\$360.12
Sub Total						\$744.21
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22734	Barnhill Piano Service	\$125.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Barnhill Piano Service		81522	01-2-011000-350-001-000	piano tuning		\$83.40

Barnhill Piano Service		81522	01-2-011000-350-006-000	piano tuning		\$41.60
Sub Total						\$125.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22735	Black Hills Energy	\$160.42	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Black Hills Energy		82322	01-2-026100-621-001-000	7-22 thru 8/23 Natural Gas		\$57.97
Black Hills Energy		82322	01-2-026100-621-005-000	7-22 thru 8/23 Natural Gas		\$73.46
Black Hills Energy		82322	01-2-026100-621-006-000	7-22 thru 8/23 Natural Gas		\$28.99
Sub Total						\$160.42
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22736	Blick Art Materials	\$23.49	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Blick Art Materials	6661-2023	8992211	01-2-011000-610-001-090	paint	09/07/2022	\$23.49
Sub Total						\$23.49
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22737	Bomgaars	\$843.10	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Bomgaars		081622	01-2-011000-610-001-120	super glue, wire bushes, snap ring plier set, air hose, mono, drill sockets & extensions, depth gauge, electrode holder, funnel, cloth filter, welding plier, hydraulic fluid, floor dry, drill bits, nail, feed scoop, bit set, clamp		\$277.11
Bomgaars		081622	01-2-011000-610-006-120	bolts, nuts, washers		\$4.74
Bomgaars		081622	01-2-022300-650-005-010	galvanized pipe		\$26.98
Bomgaars		081622	01-2-026200-431-005-010	softener salt		\$408.87
Bomgaars		081622	01-2-026200-610-000-000	detergent, switch plate, utility box cover		\$25.75
Bomgaars		081622	01-2-026300-431-001-020	mulch, concrete sealant		\$43.52
Bomgaars		081622	01-2-026300-431-005-020	brush set, proties, glyphosate		\$56.13
Sub Total						\$843.10
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22738	Carhart Lumber Company	\$189.39	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Carhart Lumber Company	6765-2023	K25125	01-2-026200-610-000-000	2X4, 2 boxes cross tee	09/05/2022	\$189.39
Sub Total						\$189.39
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22739	Chemsearch FE	\$1,026.79	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Chemsearch FE		7918032	01-2-026200-431-005-010	water treatment		\$1,026.79
Sub Total						\$1,026.79
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22740	City of Wayne	\$24,722.52	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
City of Wayne		90122	01-2-026100-410-001-000	Water and Electricity from 7-14 thru 8/15 '22		\$1,936.05
City of Wayne		90122	01-2-026100-410-005-000	Water and Electricity from 7-14 thru 8/15 '22		\$3,018.03
City of Wayne		90122	01-2-026100-410-006-000	Water and Electricity from 7-14 thru 8/15 '22		\$953.57
City of Wayne		90122	01-2-026100-621-001-010	Water and Electricity from 7-14 thru 8/15 '22		\$6,295.04
City of Wayne		90122	01-2-026100-621-005-010	Water and Electricity from 7-14 thru 8/15 '22		\$9,098.52
City of Wayne		90122	01-2-026100-621-006-010	Water and Electricity from 7-14 thru 8/15 '22		\$3,100.53
City of Wayne		90122	01-2-026100-621-300-010	Water and Electricity from 7-14 thru 8/15 '22		\$320.78

Sub Total						\$24,722.52
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22741	Cole Papers Inc.	\$1,688.67	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Cole Papers Inc.	6774-2023	10186452	01-2-026200-610-000-000	hand soap, disinfectant spray, antibacterial cleaner, toilet bowl cleaner, hydrochloric acid, dust pan, aerosol dust mop treatment	09/07/2022	\$1,688.67
Sub Total						\$1,688.67
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22742	Computers Etc.	\$3.58	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Computers Etc.	6543-2023	92135	01-2-012003-610-005-011	coop order/ES SPED t. supply	09/07/2022	\$3.58
Sub Total						\$3.58
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22743	Decker Equipment	\$178.89	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Decker Equipment	6775-2023	491285A	01-2-026200-610-000-000	kick down door holders, handicapped parking signs	09/05/2022	\$178.89
Sub Total						\$178.89
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22744	ECS Technology Solutions	\$11,498.30	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
ECS Technology Solutions		47450	01-2-069980-650-001-002	Mini Dome Camera and 1 year license for main lobby, HS		\$658.68
ECS Technology Solutions		47450	01-2-069980-650-005-002	5 mini dome cameras, 5 outdoor fisheye cameras, angle mounts, 1 year camera licenses		\$10,839.62
Sub Total						\$11,498.30
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22745	Electronic Contracting Company Inc.	\$162.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Electronic Contracting Company Inc.		32573	01-2-026100-350-000-000	ES Fire & Door Monitoring Service		\$81.00
Electronic Contracting Company Inc.		32572	01-2-026100-350-000-000	HS Fire & Door Monitoring Service		\$81.00
Sub Total						\$162.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22746	Elkhorn Valley Bank	\$20.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Elkhorn Valley Bank		082522	01-2-025100-810-000-010	HSA account fee- TA		\$20.00
Sub Total						\$20.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22747	ESU #1	\$6,537.56	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
ESU #1		011056	01-2-012003-330-006-001	New teacher cadre series MG		\$80.00
ESU #1		011108	01-2-022240-382-000-000	E-rate support		\$3,600.00
ESU #1		011108	01-2-022240-382-000-000	Interregional transport fee		\$151.56
ESU #1		011108	01-2-022240-382-000-000	Network Nebraska Participation Fee		\$2,706.00
Sub Total						\$6,537.56
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22748	Fastwyre Broadband	\$804.39	Accounts Payable

Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Fastwyre Broadband		090122	01-2-011000-382-000-000	Sept. '22 phone service k-12		\$804.39
Sub Total						\$804.39
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22749	First Concord Benefits Group	\$100.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
First Concord Benefits Group		90122	01-2-025100-810-000-010	Sept. '22 Plan Fee		\$100.00
Sub Total						\$100.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22760	Flinn Scientific, Inc.	\$31.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Flinn Scientific, Inc.	6607-2023	2750915	01-2-011000-610-001-070	Potassium	09/05/2022	\$31.00
Sub Total						\$31.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22751	Glass Edge, Inc.	\$398.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Glass Edge, Inc.		72706	01-2-026200-431-001-010	Repair Door H-3		\$179.00
Glass Edge, Inc.		72876	01-2-026200-431-001-010	Repair Door H-4		\$219.00
Sub Total						\$398.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22752	Hand2Mind, Inc.	\$69.99	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Hand2Mind, Inc.	6141-2023	INV000031766	01-2-011000-610-005-010	Student Pattern Blocks	09/05/2022	\$69.99
Sub Total						\$69.99
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22753	Hauff Sports	\$1,140.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Hauff Sports		99086	01-2-021900-610-006-010	JH FB Helmets		\$1,140.00
Sub Total						\$1,140.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22754	Hometown Leasing	\$1,986.70	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Hometown Leasing		083122	01-2-025300-443-000-010	Sept. '22 Copier Lease Payment		\$1,986.70
Sub Total						\$1,986.70
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22755	Houghton Mifflin Harcourt Publ. Co.	\$2,038.49	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Houghton Mifflin Harcourt Publ. Co.	6130-2023	955649689	01-2-011000-640-005-000	5 ES math textbooks	09/05/2022	\$62.35
Houghton Mifflin Harcourt Publ. Co.	6762-2022	955659002	01-2-011000-640-006-000	10 Intro Math student books/JH textbooks	09/07/2022	\$1,016.14
Houghton Mifflin Harcourt Publ. Co.	6762-2022	955659002	01-2-011000-640-006-000	10 Intro Math student digital licenses/JH texts	09/07/2022	\$960.00
Sub Total						\$2,038.49
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22756	Innovative Office Solutions, LLC	\$4,169.79	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-011000-610-001-010	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$814.11

Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-011000-610-005-010	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$1,927.43
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-011000-610-006-010	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$429.07
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-011900-610-300-000	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$58.48
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-012003-610-001-011	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$31.01
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-012003-610-005-011	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$518.19
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-012003-610-006-011	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$241.77
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-022200-610-005-120	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$37.53
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-023200-610-000-000	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$6.50
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-024100-610-001-000	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$12.10
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-024100-610-006-000	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$32.00
Innovative Office Solutions, LLC	6540-2023	9122-C107896	01-2-026200-610-000-000	coop order/supplies - office, ELC, maint., ES/JH/HS t. sup., ES libr., ES/JH/HS SPED t. sup.	09/08/2022	\$61.60
Sub Total						\$4,169.79

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22757	Innovative Protectives Inc.	\$2,880.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Innovative Protectives Inc.		0253399	01-2-064110-610-000-001	wall padding for ES room		\$2,880.00
Sub Total						\$2,880.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22758	Johnson Controls Security Solutions	\$287.86	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Johnson Controls Security Solutions		37737787	01-2-026200-431-001-010	HS Annual Security Service		\$191.91
Johnson Controls Security Solutions		37737787	01-2-026200-431-006-010	Annual Security Service		\$95.95
Sub Total						\$287.86

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22759	Kenneth S. Hamsa	\$2,154.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Kenneth S. Hamsa		2022-000575-000709	01-2-011000-350-001-000	Band Instrument Repairs		\$1,043.00
Kenneth S. Hamsa		2022-000575-000709	01-2-011000-350-005-000	Band Instrument Repairs		\$228.00
Kenneth S. Hamsa		2022-000575-000709	01-2-011000-350-006-000	Band Instrument Repairs		\$883.50
Sub Total						\$2,154.50

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22760	KSB School Law	\$87.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
KSB School Law		12617	01-2-023300-317-000-000	August Legal		\$87.00
Sub Total						\$87.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type

2422	State Nebraska Bank	537047	22761	Love Signs, Inc.	\$825.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Love Signs, Inc.		115548	01-2-026300-431-000-020	Remove and reinstall scoreboard		\$825.00
Sub Total						\$825.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22762	Lutt Oil	\$1,565.76	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Lutt Oil		090122	01-2-011000-580-001-100	FFA/Ag gasoline Aug.' 22		\$51.65
Lutt Oil		090122	01-2-013000-610-000-000	Driver Ed gasoline Aug.' 22		\$46.16
Lutt Oil		090122	01-2-013001-626-005-000	Summer School gasoline Aug.' 22		\$279.45
Lutt Oil		090122	01-2-021900-580-001-000	Athletics gasoline Aug.' 22		\$464.02
Lutt Oil		090122	01-2-024100-580-001-000	Admin Days TH gasoline Aug.' 22		\$40.50
Lutt Oil		090122	01-2-024100-580-005-000	Admin Days JO, RP gasoline Aug.' 22		\$40.50
Lutt Oil		090122	01-2-024100-580-006-000	Admin Days DW gasoline Aug.' 22		\$40.50
Lutt Oil		090122	01-2-026500-626-000-000	Custodian/Grounds gasoline Aug.' 22		\$340.12
Lutt Oil		090122	01-2-026500-626-000-000	Lunch gasoline Aug.' 22		\$54.16
Lutt Oil		090122	01-2-027120-626-000-001	SPED gasoline Aug.' 22		\$208.70
Sub Total						\$1,565.76
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22763	Main Street Garage, LLC	\$2,530.14	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Main Street Garage, LLC		011914	01-2-027300-350-000-000	'11 Ford E-350 brake pads		\$214.16
Main Street Garage, LLC		011681	01-2-027300-350-000-000	'11 Ford E-350 Fuel Tank replacement		\$1,540.11
Main Street Garage, LLC		011841	01-2-027300-350-000-000	'11 Ford E-350 replace rear ac/heater case assembly		\$775.87
Sub Total						\$2,530.14
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22764	McGraw-Hill LLC	\$26,252.83	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
McGraw-Hill LLC	6152-2023	123711456001	01-2-011250-610-000-001	reading supplies/Flex funding	09/05/2022	\$8,289.55
McGraw-Hill LLC	6073-2023	123722813001, 123731995001, 12372	01-2-012003-610-005-011	Number Worlds assessment & wkbks/ES SPED t. sup.	09/05/2022	\$8,066.83
McGraw-Hill LLC	6073-2023	123722813001, 123731995001, 12372	01-2-012003-610-006-011	Number Words assessment & wkbks/JH SPED t. sup.	09/05/2022	\$2,800.00
McGraw-Hill LLC	6151-2023	123902924001, 123711456002	01-2-011250-610-000-001	reading curriculum/Flex funding	09/07/2022	\$7,096.45
Sub Total						\$26,252.83
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22765	Midbell Music, Inc.	\$278.56	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Midbell Music, Inc.		10658554, 10658657	01-2-011000-350-001-000	Sousaphone & Snare Drum Repair		\$278.56
Sub Total						\$278.56
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22766	Midwest Music Center, Inc.	\$65.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Midwest Music Center, Inc.		229722	01-2-021900-350-000-000	Install Amp back into rack, test all speakers HS Gym		\$65.00
Sub Total						\$65.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22767	Midwest Sound & Lighting, Inc.	\$175.30	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount

Midwest Sound & Lighting, Inc.		225945	01-2-021900-350-000-000	Replaced recifer in HS gym sound system		\$175.30
Sub Total						\$175.30
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22768	National Art and School Supplies	\$2,350.44	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
National Art and School Supplies	6538-2023	20940	01-2-011000-610-001-010	coop order/HS t. supply	09/08/2022	\$609.53
National Art and School Supplies	6538-2023	20940	01-2-011000-610-005-010	coop order/ES t. supply	09/08/2022	\$1,187.60
National Art and School Supplies	6538-2023	20940	01-2-011000-610-006-010	coop order/JH t. supply	09/08/2022	\$324.57
National Art and School Supplies	6538-2023	20940	01-2-011900-610-300-000	coop order/ELC supply	09/08/2022	\$56.13
National Art and School Supplies	6538-2023	20940	01-2-012003-610-005-011	coop order/ES SPED t. supply	09/08/2022	\$44.81
National Art and School Supplies	6538-2023	20940	01-2-012003-610-006-011	coop order/JH SPED t. supply	09/08/2022	\$69.00
National Art and School Supplies	6538-2023	20940	01-2-022200-610-005-120	coop order/ES libr. supply	09/08/2022	\$58.80
Sub Total						\$2,350.44
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22769	Nebr. Assoc. Of School Boards	\$11,431.88	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Nebr. Assoc. Of School Boards		47129	01-2-023100-810-000-000	Strategic Plan and Fees		\$11,200.88
Nebr. Assoc. Of School Boards	6746-2023	10675, 10676, 10691	01-2-023100-810-000-000	2022 Area Membership Mtg. (J. Manz, S. Ruhl, M. Lenihan)/dues & fees, bd.	09/07/2022	\$231.00
Sub Total						\$11,431.88
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22770	Nebraska Rural Community Schools Assoc.	\$850.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Nebraska Rural Community Schools Assoc.		MEM201	01-2-023100-810-000-000	22-23 membership dues		\$850.00
Sub Total						\$850.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22771	One Source	\$163.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
One Source		2022011181	01-2-023300-317-000-000	background checks		\$163.00
Sub Total						\$163.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22772	Pac 'n' Save	\$318.48	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Pac 'n' Save		090122	01-2-011000-610-000-080	water		\$15.00
Pac 'n' Save		090122	01-2-011000-610-001-030	orange juice, milk, eggs, syrup		\$20.76
Pac 'n' Save		090122	01-2-011000-610-001-040	flour, sugar, baking soda, baking powder, salt, brown sugar, cooking spray		\$166.36
Pac 'n' Save		090122	01-2-011000-610-001-100	milk, cheese, butter, ice cream, flour, cocoa, corn syrup, oats, star decors, almond bark, honey, brown sugar, sugar, salt, peanut butter, chocolate chip, mini baking bits, oreos, chocolate morsels, vanilla		\$95.49
Pac 'n' Save		090122	01-2-023100-610-000-000	water		\$8.00
Pac 'n' Save		090122	01-2-033000-610-005-000	vegetable oil		\$12.87
Sub Total						\$318.48
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22773	Perry, Guthery, Haase &	\$150.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Perry, Guthery, Haase &		81922	01-2-023300-317-000-000	August legal		\$150.00
Sub Total						\$150.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22774	Plunkett's/Varmet Guard	\$253.15	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Plunkett's/Varmet Guard		7696805	01-2-026200-431-000-010	monthly pest control		\$253.15
Sub Total						\$253.15
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22775	Priority Communications & Solutions Inc.	\$514.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Priority Communications & Solutions Inc.		4940	01-2-026200-431-001-010	Phone installation		\$237.00
Priority Communications & Solutions Inc.		4940	01-2-026200-431-005-010	Phone installation		\$277.00
Sub Total						\$514.00
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22776	Pyramid School Products	\$4,778.90	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-011000-610-001-010	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$428.23
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-011000-610-005-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$96.00
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-011000-610-005-010	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$1,739.92
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-011000-610-006-010	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$212.79
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-011900-610-300-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$230.27
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-012003-610-001-011	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$94.38
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-012003-610-005-011	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$370.82
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-012003-610-006-011	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$171.38
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-021900-610-001-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$349.90
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-022200-610-005-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$171.76
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-023200-610-000-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$5.45
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-024100-610-001-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$28.80
Pyramid School Products	6544-2023	S1441602.001, S1441602.002	01-2-026200-610-000-000	coop order/supplies-supt. off., HS princ. off., ES PE., ES libr., ES/JH/HS teaching, ELC, ES/JH/HS SPED, athletic, maint dist.	09/09/2022	\$879.20
Sub Total						\$4,778.90
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22777	Rasmussen Mechanical Services	\$7,462.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Rasmussen Mechanical Services		SRV094553	01-2-026200-431-006-010	JH Chiller Compressor change		\$7,462.00
Sub Total						\$7,462.00

Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22778	Payee Region III NSASSP	Amount \$60.00	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Region III NSASSP	6817-2023	MEMBRSHIP23	01-2-024100-810-001-000	Region III membership for T. Hight, D. Wragge, R Plager/dues & fees, princ.	09/07/2022	\$20.00
Region III NSASSP	6817-2023	MEMBRSHIP23	01-2-024100-810-005-000	Region III membership for T. Hight, D. Wragge, R Plager/dues & fees, princ.	09/07/2022	\$20.00
Region III NSASSP	6817-2023	MEMBRSHIP23	01-2-024100-810-006-000	Region III membership for T. Hight, D. Wragge, R Plager/dues & fees, princ.	09/07/2022	\$20.00
Sub Total						\$60.00
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22779	Payee Ruhl, Nathaniel L	Amount \$27.42	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Ruhl, Nathaniel L		082922	01-2-033000-610-005-000	water, alka seltzer, color, black pepper, dish soap, vegetable oil		\$27.42
Sub Total						\$27.42
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22780	Payee Savvas Learning Company LLC	Amount \$602.51	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Savvas Learning Company LLC	6760-2023	7028122148	01-2-011000-640-001-000	HS precalc textbooks	09/05/2022	\$602.51
Sub Total						\$602.51
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22781	Payee Scholastic Inc.	Amount \$104.39	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Scholastic Inc.	6474-2023	M7241840	01-2-011000-610-006-010	subscription/JH t. supply	09/05/2022	\$104.39
Sub Total						\$104.39
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22782	Payee School Specialty, LLC	Amount \$78.63	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
School Specialty, LLC	6139-2023	208130606877,208130786752,208130	01-2-011000-610-005-010	ES princ. off. supply, ES t. supp.	09/07/2022	\$3.17
School Specialty, LLC	6139-2023	208130606877,208130786752,208130	01-2-024100-610-005-000	ES princ. off. supply, ES t. supp.	09/07/2022	\$37.38
School Specialty, LLC	5740-2023	208130573741	01-2-011900-610-300-000	ELC supply	09/07/2022	\$38.08
Sub Total						\$78.63
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22783	Payee Sterling Computers	Amount \$7,748.24	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Sterling Computers	6808-2023	0129830	01-2-022300-890-000-000	Epson projector for ELC/misc. tech, dist.	09/07/2022	\$447.37
Sterling Computers	6379-2022	0130071	01-2-022300-650-005-010	100 headphones for ES/ES tech hardware supply	09/07/2022	\$350.00
Sterling Computers	6728-2022	0128623, 0130453	01-2-022300-610-000-000	9 privacy screen filters/supplies, tech dist.	09/07/2022	\$847.26
Sterling Computers	6728-2022	0128623, 0130453	01-2-022300-650-000-010	2 document cameras, 3 Epson projectors & misc. supplies/tech hardware sup., dist.	09/07/2022	\$6,103.61
Sub Total						\$7,748.24
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22784	Payee Taylor Music	Amount \$1,970.00	Type Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Taylor Music	6814-2023	2151718-IN	01-2-011000-610-001-110	4 instrument cases/HS band instrument & supply	09/08/2022	\$1,970.00
Sub Total						\$1,970.00
Voucher Number 2422	Bank Name State Nebraska Bank	Account Number 537047	Check Number 22785	Payee TK Elevator Corporation	Amount \$1,613.54	Type Accounts Payable

Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
TK Elevator Corporation		5001905418, 5001905065	01-2-012003-350-000-001	ES elevator maintenance		\$1,177.65
TK Elevator Corporation		5001905418, 5001905065	01-2-012003-350-000-001	JH-HS elevator maintenance		\$435.89
Sub Total						\$1,613.54

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22786	U.S. Bank	\$2,873.34	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
U.S. Bank		082522	01-2-012001-580-000-001	Admin Days Meals		\$70.52
U.S. Bank		082522	01-2-012001-810-000-001	NASES Fall Conference Registration		\$150.00
U.S. Bank		082522	01-2-012001-810-000-001	Tri-State SPED Conference registration		\$265.00
U.S. Bank		082522	01-2-012003-330-000-001	CPI Annual Fee		\$200.00
U.S. Bank		082522	01-2-012003-610-001-011	CPI Training Materials		\$159.87
U.S. Bank		082522	01-2-012003-610-005-011	CPI Training Materials		\$293.00
U.S. Bank		082522	01-2-012003-610-006-011	CPI Training Materials		\$80.00
U.S. Bank		082522	01-2-021900-610-001-010	nasal plugs, gauze sponges, digital thermometer, tuning forks, bandages, gloves, whizzer		\$234.96
U.S. Bank		082522	01-2-021900-610-006-010	nasal plugs, gauze sponges, digital thermometer, tuning forks, bandages, gloves, whizzer		\$234.95
U.S. Bank		082522	01-2-022300-610-000-000	15 Chrome Casts		\$444.90
U.S. Bank		082522	01-2-023100-610-000-000	Subway Meal		\$85.69
U.S. Bank		082522	01-2-024100-580-001-000	Admin Days Meals		\$70.52
U.S. Bank		082522	01-2-024100-580-005-000	Admin Days Meals		\$225.29
U.S. Bank		082522	01-2-024100-580-006-000	Admin Days Meals		\$70.52
U.S. Bank		082522	01-2-034001-610-000-012	Aquapop Popcorn- staff welcome back		\$201.25
U.S. Bank		082522	01-2-034001-610-000-012	hydration poster		\$86.87
Sub Total						\$2,873.34

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22787	UNL - Pierce County Extension	\$90.00	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
UNL - Pierce County Extension	6676-2023	82922	01-2-011000-610-001-040	ServSafe food safety books/culinary skills supply	09/05/2022	\$90.00
Sub Total						\$90.00

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22788	US Cellular	\$68.20	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
US Cellular		0527756967	01-2-025100-382-000-000	Maintenance Director Phone service		\$68.20
Sub Total						\$68.20

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22789	Visualz	\$116.65	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Visualz	6739-2023	406635	01-2-034001-610-000-012	English & Spanish Sugar Shockers posters/supplies, Healthy Schools Grant	09/07/2022	\$116.65
Sub Total						\$116.65

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22790	Waste Connections of Nebraska Inc.	\$962.59	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Waste Connections of Nebraska Inc.		2580167T052	01-2-026200-410-000-010	August extra roll off and pick up		\$335.42
Waste Connections of Nebraska Inc.		2580167T052	01-2-026200-410-000-010	September garbage and recycling		\$627.17
Sub Total						\$962.59

Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type

2422	State Nebraska Bank	537047	22791	Wayne Herald	\$1,495.26	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Wayne Herald		083122	01-2-023100-540-000-000	Fall Sports Tab		\$110.00
Wayne Herald		083122	01-2-023100-540-000-000	help wanted ads		\$586.00
Wayne Herald		083122	01-2-023100-540-000-000	legals		\$236.77
Wayne Herald		083122	01-2-023100-540-000-000	print, insert newsletter		\$462.49
Wayne Herald		083122	01-2-023100-540-000-000	website ad		\$100.00
Sub Total						\$1,495.26
Voucher Number	Bank Name	Account Number	Check Number	Payee	Amount	Type
2422	State Nebraska Bank	537047	22792	Zach Heating and Cooling	\$274.50	Accounts Payable
Vendor	PO Number	Invoice #	Account Code	Description	Issue Date	Amount
Zach Heating and Cooling		24833	01-2-026200-431-001-010	Replace air conditioning motor in HS classroom wing		\$274.50
Sub Total						\$274.50
Grand Total						\$159,970.72

AdministrationSuperintendent – Job Description

DEPARTMENT: District

IMMEDIATE SUPERVISOR: Board of Education of Wayne Community School District #17 (hereinafter referred as “the Board”)

CERTIFICATION: Nebraska Administrative Certificate with Superintendent Endorsement, Doctoral Degree preferred, Experience as Superintendent or Assistant Superintendent preferred

GENDER: All references to gender by the pronouns “he” or “she” shall include the other gender and does not denote the need or requirement for a specific gender.

SUPERVISES: All District Employees

The Superintendent shall be the Chief Executive Officer (CEO) of the District. He is responsible for the effective operation of the District; general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board with respect to such activities. He shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by all federal laws, the laws of the State of Nebraska, the rules and regulations of the Nebraska State Board of Education and Commissioner of Education (collectively referred to as the “Department of Education”) and policies and regulations or duties established by the Board of Education.

1. Primary Activities

The Superintendent shall possess the following powers and be charged with the following duties:

- A. To be the chief executive officer (CEO) of the District, with the right to speak on all matters before the Board, but not to vote.
- B. To enforce all provisions of law and all rules and regulations relating to the management of the schools and other educational, social and recreational activities under the direction of the Board.

2. Responsibilities

TASK 1: PERFORMS AS EDUCATION LEADER OF THE SCHOOLS

- A. Develop with the Board and administrators short and long range plans to ensure a quality education. These plans will be consistent with population trends, cultural needs, District facilities, curriculum and instruction. The development of these long range plans and goals will be consistent with board objectives. Progress on these plans and goals will be reported to the Board, staff and community as defined in an approved timeline to ensure progress.
- B. Attend educational meetings and conferences that the superintendent and the Board of Education mutually deem beneficial to the improvement of the school.
- C. See to the development throughout the District of high standards of performance in educational achievement by creating long and short term goals. Supervise

curriculum and instruction staff by playing an integral role in development, adoption, implementation, and evaluation of curriculum based on district goals, including standards in curriculum design, exploring and sharing new, creative curriculums, and developing budget reflecting curriculum needs.

- D. See that appropriate in-service training is conducted. Summon employees of the District to attend such regular and occasional meetings as necessary to carry out the educational programs of the District.

TASK 2: SERVES AS CHIEF EXECUTIVE OFFICER FOR THE SCHOOL BOARD

- A. Keep the Board informed of the condition of the District's educational system; assure effective communication between the Board and the staff of the school system. Relay all communications by the Board regarding personnel to District employees and receive from all school personnel any communications directed to the Board.
- B. Prepare the agenda for Board meetings, in consultation with the president of the Board. Prepare and submit recommendations to the Board relative to all matters requiring board action, placing before the Board such necessary and helpful facts, information, and reports as needed to insure the making of informed decisions.
- C. Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy and budget or the expenditure of substantial sums as set forth in Board policies.
- D. Propose new policies to the Board of Education and conduct an annual evaluation of existing policies as stated in Board policy.
- E. See to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- F. The Superintendent will carry out Board action and directives.
- G. Maintain adequate records for the schools, including a system of financial accounts, business and property records, personnel records, school population and scholastic records. Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the Board.
- H. File, or cause to be filed, all reports, requests and appropriations as required by various governing bodies and/or Board policies.
- I. Act on own discretion in cases where action is necessary on any matter not covered by Board policy or directive. When appropriate, the superintendent will report to the full board the action taken, outcome, and proposed resolution to address matters of this nature in the future.

TASK 3: OVERSEES STAFF MANAGEMENT

- A. Provide for the optimum use of the staff of the District. See that the District is staffed with competent people who are delegated authority commensurate with their responsibilities. Define the duties of all personnel. Make assignments and transfers with the assistance of the principals, which are deemed necessary to insure the highest efficiency of the staff. These assignments will then be communicated to the Board and staff members.

- B. Prior to action by the Board, recommend the appointment, discipline or termination of employment of the administrators of the District. Report salary changes of all administrators to the Board.
- C. Prior to action by the Board, recommend the appointment, discipline or termination of employment of teaching and non-teaching personnel of the District. Report salary changes to the board.
- D. See that effective relations with employee organizations are maintained, assume ultimate responsibility for collective bargaining negotiations with employees of the District.

TASK 4: OVERSEES FINANCIAL MANAGEMENT

- A. See that the development, authorization, and the maintenance of an appropriate budgetary procedure is properly administered as adopted by the Board of Education acting at all time in accordance with legal requirements and adopted policies of the Board of Education.
- B. See that all funds, physical assets, and other property of the District are appropriately safeguarded and administered. Serve as the purchasing agent of the Board of Education and have authority to purchase supplies and equipment under the policies of the Board of Education.
- C. Administrator of all federal programs with permission from the Board of Education to make application for federal funds.

TASK 5: OVERSEES FACILITIES MANAGEMENT

- A. Prepares long and short-range plans for facilities and sites.
- B. Ensures the maintenance of school property.
- C. Monitors any construction, renovation, or demolition of school facilities.
- D. Maintains and implements policies for the use of school property.
- E. Oversees and implements policies for safe school facilities.

TASK 6: DIRECTS COMMUNITY RELATIONS ACTIVITIES

- A. Be directly responsible for news releases and/or other items of public interest emanating from all District employees that pertain to education matters, policies, procedures, school related incidents or events. Approve media interviews of this nature with District employees.
- B. Maintain an open dialogue with the patrons of the district to promote an informed understanding of the district's financial well-being, general performance level of students, the unique demographic characteristics of the district, and the school's philosophy and education goals and objectives.
- C. Establish and maintain a liaison role with community groups which are interested or involved in the educational programs of the District.
- D. Establish and maintain a liaison roll with other school districts, the Nebraska Department of Education, colleges and universities, and the U.S. Department of Education.

TASK 7: Strategic Plan

The superintendent collaborates with the board to implement and monitor the progress of the strategic plan.

Performance Indicators:

- A. Provides evidence to validate the progress of the strategic plan priorities
- B. Reviews the progress and success of the strategic plan with the board
- C. Documents the progress and success of the strategic plan priorities
- D. Aligns the budget and district resources to the identified needs and priorities within the strategic plan
- E. Utilizes the strategic plan to support board discussion and engagement

3. Primary Relationships

The Superintendent observes and conducts the following relationships

- A. Board of Education
 - 1) As chief executive officer, be accountable to the Board of Education, for the administration of the educational system and for the interpretation and fulfillment of the aforesaid functions, primary activities and responsibilities.
 - 2) Attend all meetings of the Board except when permission to be absent is given by the Board. The Board may meet without the Superintendent during times when the Superintendent's contract, evaluation, and/or salary are being considered.
 - 3) Represent the District as the chief executive officer in dealings with other school systems, professional organizations, business firms, agencies of government and the general public.
 - 4) Report directly to the Board of Education, as a Board, and as required to all appropriate governmental agencies.
 - 5) Act as reference agent for problems brought to the Board.
 - 6) Work with the Board of Education to develop appropriate programs and policies, upon either the recommendation of the Superintendent or the initiative of the Board of Education.
- B. Administrators
 - 1) Directly oversee the work of all central office personnel.
 - 2) Hold regular meetings with building principals, coordinators/directors and all other administrators to discuss progress and educational issues and district goals.
 - 3) Direct the operations and activities of administrators, directors and coordinators; see that they effectively guide and coordinate the operations and activities of the educational system; secure their assistance in formulating internal objectives, plans and programs; evaluate their job performance; and stand ready at all times to render them advice and support.
 - 4) Supervising personnel evaluation by assigning administrators to conduct appraisals, holding administrators accountable for completion of the

appraisal process, and notifying the Board when the appraisals have been completed.

- 5) Approve the vacation schedules for administrators; and be personally responsible for all evaluations of administrators.
- 6) During brief absences, a designated principal shall act in place of the Superintendent. When the superintendent is absent during the school year, all principals will be in attendance whenever practical.

C. Others

- 1) Work with other Board advisors, such as auditors, architects, attorneys, consultants and contractors.
- 2) Hold such meetings with teachers and other employees as is necessary for the discussion of matters concerning the improvements and welfare of the schools. Represent the District in collective negotiations with recognized or certified employee organizations.
- 3) Attend, or delegate a representative to attend, all meetings of municipal agencies or governmental bodies at which matters pertaining to the public schools appear on the agenda.
- 4) Represent the District before the public, and maintain, through cooperative leadership, both within and without the District, such a program of public relations as may keep the public informed as to the activities, needs and successes of the District.
- 5) Receive all complaints, comments, concerns and criticisms regarding the operation of the District from the public, employees of the District, students and Board members.
- 6) Represent the District as a non-voting member of the Wayne Community Schools Foundation.

WAGES/SALARY LEVEL: Established by the Wayne Community Schools Board of Education

TERMS OF EMPLOYMENT: A twelve-month year

EVALUATION: The Board will evaluate the Superintendent twice in the first year of employment, then once per year in subsequent years.

Physical Requirements

Essential Physical Requirements Superintendent	Never 0%	Occasional 1-32%	Frequent 33- 36%	Constant 67+%
1. Standing		X		
2. Walking			X	
3. Sitting		X		
4. Bending/Stooping		X		
5. Reaching/Pushing/Pulling		X		
6. Climbing		X		

7.	Driving		X		
8.	Lifting – 10 lb. max		X		
9.	Carrying – 20 feet		X		
10.	Manual Dexterity Tasks Telephone/Computer/Calculator		X		

Other Requirements (Intellectual, Sensory):

1. Exemplary oral and written communication skills.
2. Ability to work well with others and motivate them.
3. Sensitivity in applying theories of sound education to meet District needs.
4. Conflict resolution skills.

Work Conditions:

1. Inside Outside Both X
2. Climate Environment:
 Primary work area is an air-conditioned office.
 Visits to schools and other facilities involve extremes of temperature and humidity.

Hazards:

1. Stairs in most buildings.
2. Stress caused from leadership/managing conflict.
3. Loss of family/personal time.

Develop with the Board and administrators short and long range plans to ensure a quality education. These plans will be consistent with population trends, cultural needs, District facilities, curriculum and instruction. The development of these long range plans and goals will be consistent with board objectives. Progress on these plans and goals will be reported to the Board, staff and community as defined in an approved timeline to ensure progress.

Date of Adoption (or last Revision): September 12, 2022

Internal Board Policies - Board MembersPolicy for Board Member Attendance at Educational Workshops, Conferences, Training Programs, Official Functions, Hearings, and Meetings

Board members are expected to maintain effectiveness by being well-informed on educational issues. Accordingly, Board members are encouraged to attend educational workshops, conferences, training programs, official functions, hearings, or meetings which are sponsored by the school district, state, and national education organizations.

Board members are specifically authorized to attend such functions which are sponsored by this school district, the Nebraska Association of School Boards, the National School Boards Association, AASA, NRCSA and similar organizations without specific action by the Board of Education. In addition, school Board members may attend such functions at district expense sponsored by other organizations upon specific prior approval of the Board of Education. All out-of-state travel must be approved by the Board of Education prior to registration and travel arrangements are made. Travel arrangements typically should be arranged through the Superintendent's office.

Legal Reference: Neb. Rev. Stat. § 79-512

Date of Adoption (or last Revision): September 12, 2022

Internal Board Policies - Board MembersCoffee Act Policy (Reimbursable Expenses)

- A. Board members, employees or volunteers of the school district are expected to maintain effectiveness by being well informed on educational and related issues and are encouraged to diligently perform their required duties, attend educational workshops, conferences, training programs, official functions, hearings or meetings which are necessary to perform required duties, sponsored by the school district or State and national educational organizations or which are otherwise in the best interests of this school district as follows:
1. Board members as a result of this policy are hereby given prior approval by this school Board and upon approval by the Superintendent or the Superintendent's designee are specifically authorized to attend such functions without additional or further approval by the school Board unless otherwise so determined and the school district shall pay the registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means or if a personal automobile is used, mileage shall be allowed at the rate provided by law with meals and lodging to be reimbursed based upon substantiated costs actually and necessarily incurred or applicable Federal Rates.
 2. Employees and volunteers are authorized to attend such functions upon prior approval by the Superintendent or the Superintendent's designee and the school district shall pay registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means or if a personal automobile is used, mileage shall be allowed at the rate provided by law with meals and lodging to be reimbursed based upon substantiated costs actually and necessarily incurred or applicable to Federal rates.
 3. All out-of-state travel must be approved by the Board of Education prior to registration and travel arrangements are made
Travel arrangements typically should be arranged through the Superintendent's office.
- B. Payment or reimbursement for expenses incurred by Board members, employees or volunteers as otherwise specifically permitted by law shall also be allowed as provided by such law.
- C. Since it is hereby determined to be important and in the best interest of this school district to recognize service by Board members, employees and volunteers, the school Board hereby authorizes the President, Superintendent or the

Superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted provided that no such plaque, certificate, flowers or other item of value to be awarded shall cost more than \$50.00.

- D. School Board members are not paid members and when appropriate because of the timing, length or other factors, sandwiches or meals may be provided to School Board members, employees and volunteers attending public meetings or in other appropriate or necessary situations such as joint meetings with other governing bodies.
- E. That non-alcoholic beverages, cookies or other similar items may be provided to individuals attending public meetings, private meetings, discussions or public or private conferences as determined necessary or appropriate by the Superintendent or the Superintendent's designee to be in the best interest of this school district.
- F. Non-alcoholic beverages and meals may be provided for individuals while performing or immediately after performing relief, assistance or support activities in emergency situations or during or immediately following their participation in any activity approved by the School Board.
- G. In addition to the other matters covered and allowed by this policy, one recognition dinner each fiscal year may be held for Board members, employees or volunteers provided the maximum cost per person, which is hereby established for such dinner shall not exceed \$25.00 and further provided that such annual dinner may be held separately for employees of each department or separately for volunteers or any of them in combination.
- H. The authority necessary to carry out the provisions of this policy should be and is hereby delegated from the School Board to the designated officials so indicated herein.
- I. Nothing in this policy shall authorize the expenditure of public funds to pay for any expenses incurred by a spouse of a Board member, employee or volunteer unless the spouse is also a Board member, employee or volunteer.

Legal Reference: Neb. Rev. Stat. §§ 13-2201 to 13-2204
Neb. Rev. Stat. §79-546

Date of Adoption (or last Revision): September 12, 2022

Parcel Information	
Parcel ID:	0080013.01
Map Number	80013.01
State Geo Code	1227-00-0-00000-000-0000
Cadastral #	1-48
Images	
Current Owner:	SCHOOL DISTRICT NO 83
Situs Address:	
Tax District:	317
School District:	WAYNE 17, 90-0017
Rural Fire Levy District	HOSKINS 3
Account Type:	Exempt
Legal Description:	23 26 1 TL 1 PT NE1/4NE1/4 23-26-1
Lot Width:	N/A
Lot Depth:	N/A
Total Lot Size:	

Assessed Values				
<u>Year</u>	<u>Total</u>	<u>Land</u>	<u>Outbuilding</u>	<u>Dwelling</u>
2022	\$0	\$0	\$0	\$0
2021	\$0	\$0	\$0	\$0

2021 Tax Levy	
<u>Description</u>	<u>Rate</u>
COUNTY LEVY	0.26174200
WAYNE 17	1.03665500
WAYNE 17 BOND	0.04503600
ESU 1	0.01500000
LOWER ELKHORN	0.02323600
NORTHEAST	0.09400000
HOSKINS 3	0.01380700
AG SOCIETY	0.00632700

Agricultural Land Information					
<u>Soil Symbol</u>	<u>Landuse</u>	<u>LVG</u>	<u>Unit Value</u>	<u>Acres</u>	<u>Total Value</u>
12000	EXEMPT	12000	\$0.00	1.000	N/A
			Total:	1	N/A

5 Year Sales History
No previous sales information is available (for the past 5 years).

9/8/2022

Wayne County Assessor



Property Classification			
<u>Status:</u>	Unimproved	<u>Location:</u>	Rural
<u>Property Class:</u>	Exempt	<u>City Size:</u>	No Population
<u>Zoning:</u>	N/A	<u>Lot Size:</u>	1.00-1.99 ac.

Business OperationsSale and Disposal of School Property

The Superintendent is authorized and directed to dispose of books, furniture, equipment, real estate, and other property that is obsolete or no longer needed for school operations. Any sale of school property is contingent on approval by the vote of at least two-thirds of the members of the Board of Education at a regular meeting.

Such disposal may be by private sale, auction, trade-in, or by taking bids and selling to the highest or most responsible bidder.

The following procedures shall be followed for an auction or when taking bids:

1. The intention to sell shall be publicized, via school newsletter, a weekly memo, a bulletin posting, a newspaper advertisement, or other means suitable to the value and nature of the property.
2. Real estate will be sold to the highest bidder, except that a minimum acceptable price may be established prior to bidding.
3. Items which are offered for sale in an approved manner which are not sold after a reasonable period of time may be considered to have no value and may be disposed of as determined by the Superintendent and reported to the Board of Education.

Property that has little or no value shall be discarded or recycled as appropriate. No school employee shall take such property for their personal use, even if the item has been placed in the trash, without the express approval of the administration.

Legal Reference: Neb. Rev. Stat. § 79-10,114

Date of Adoption: June 12, 2017





InstructionAssessments—Academic Content Standards

The Board of Education may vote to adopt the academic content standards recommended by the State Board of Education (“State Board”).

Previous adoption of academic content standards includes:

Language Arts standard that were adopted by the State Board in September, ~~2014~~ 2021;

Mathematics standards that were approved by the State Board in September, ~~2015~~ 2022;

Science standards that were adopted by the State Board in September, 2017; and

Social Studies standards that were adopted by the State Board in November, 2019.

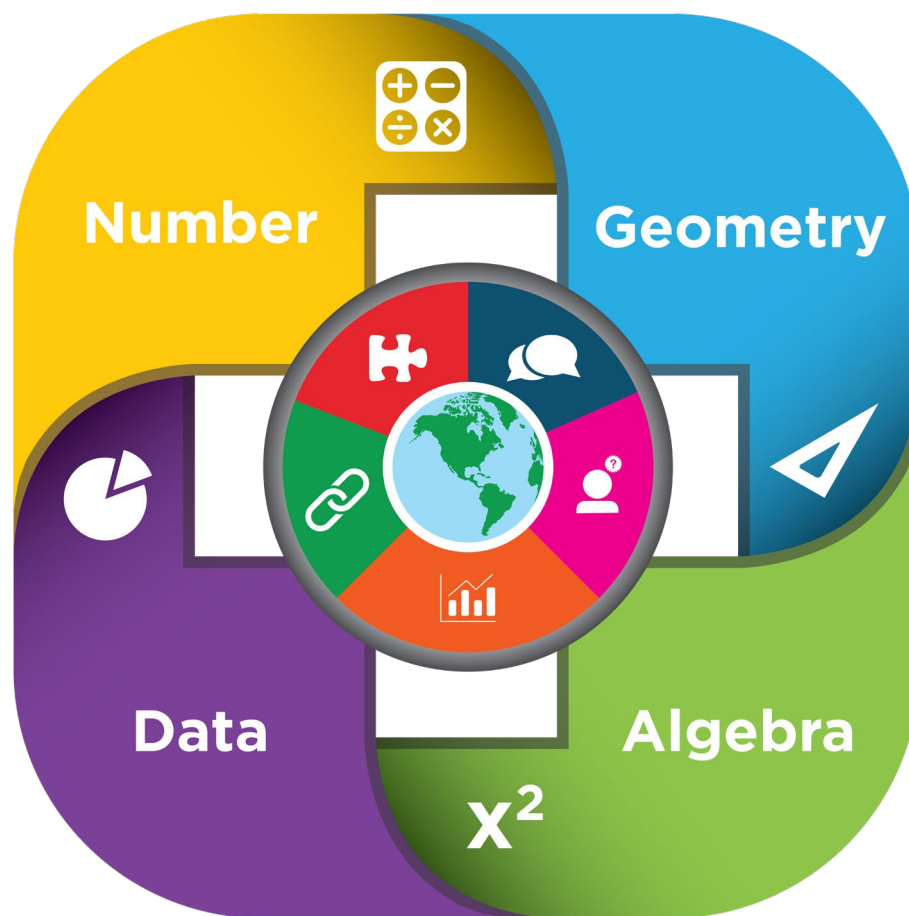
If the Board of Education does not affirmatively vote to adopt an academic content standard recommended by the State Board, then the Board of Education will adopt a standard equal to or excess in rigor of the standard recommended by the State Board.

The administration shall be responsible for implementing assessments on the state standards in accordance with the procedures established by the State Board and the Department of Education, including conducting assessments in the same subject areas and the same grade levels as established in the state standards, and the reporting of scores and sub-scores.

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Legal Reference: Neb. Rev. Stat. Sections 79-760 to 79-760.05

Date of Adoption (or last Revision): ~~July 12, 2021~~ October 10, 2022



Nebraska's College and Career Ready Standards for Mathematics



Table of Contents

Acknowledgements.....	3
Introduction	4
Content Area Standards Overview.	4
Kindergarten Standards.	9
Grade 1 Standards.	14
Grade 2 Standards	19
Grade 3 Standards	24
Grade 4 Standards	29
Grade 5 Standards	34
Grade 6 Standards	39
Grade 7 Standards	45
Grade 8 Standards	50
High School Standards	55
High School Advanced Topics Standards	65



Matthew L. Blomstedt, Ph.D., Commissioner of Education Nebraska

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Maureen Nickels, District 6
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Acknowledgements

The standards within this document were developed by a team of Nebraska educators. These educators represent the diversity of students served by Nebraska's K-12 schools, a variety of content and grade-level expertise, and geographic locations across the state. In addition, a panel of subject matter experts reviewed and provided guidance on the recommended revisions. The standards were developed during the 2021-2022 academic year and approved by the Nebraska State Board of Education on September 2, 2022. The Nebraska Department of Education would like to express warm gratitude to these educators for their knowledge, expertise, and dedication to Nebraska's K-12 students.

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Introduction

College and career readiness for Nebraska's K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies 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 postsecondary 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 revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following 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 authentic 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.

Mathematics Standards Design

Nebraska's College and Career Ready Standards for Mathematics 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 and assessment. In addition to standards and indicators, some of the standards include examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

The structure of Nebraska's College and Career Ready Standards for Mathematics includes:

K-12 Content Strands. The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

Grade-Level Standards. The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

Indicators. The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

Coding: The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

-----**Example: MA.K.N.1.a**-----

MA = Content Area (Math)

K = Kindergarten

N = Content Strand (Number)

1 = Standard

a = indicator

The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:

Content Strand	Description
Number (N)	Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Ratios and Proportions (R) ¹	Students will understand ratio concepts and use ratio reasoning to solve problems.
Algebra (A)	Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Geometry (G)	Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Data (D)	Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

¹ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

Grade Level Content Focus

In addition to the standards and indicators, this document includes information about content focus at the beginning of each grade level. Based on research and the progression of the disciplines, the information provides a snapshot of the “major work of the grade.” This guidance leverages the structure and emphases of college- and career-ready mathematics standards. At every grade level, instruction should emphasize the development of the mathematical processes as the vehicle for content mastery.

Nebraska Mathematical Processes

Introduction. The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics “integrate and promote the ‘math processes’ or mathematical habits of mind that every student should possess.” Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

To develop essential mathematical habits of mind, mathematically proficient students:



Make sense of problems and persevere in solving them. Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**



Reason quantitatively and abstractly and consider the reasoning of others. Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**



Create and use representations to organize, record, and communicate mathematical ideas. Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**



Analyze mathematical relationships to connect mathematical ideas. Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**



Explain and justify mathematical ideas using precise mathematical language in written or oral communication. Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**



Kindergarten Standards

Kindergarten Content Focus

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in solving them. 	Reason quantitatively and abstractly and consider the reasoning of others. 	Create and use representations to organize, record, and communicate mathematical ideas. 	Analyze mathematical relationships to connect mathematical ideas. 	Explain and justify mathematical ideas using precise mathematical language in written or oral communication. 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., “I saw 5.” “How did you know?” “I saw 3 and 2, that is 5.”)

K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.

K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as *putting together* and/or *adding to* and subtraction as *taking apart* and/or *taking from*, using objects, drawings, numbers, and equations.

K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.

K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.

K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

K.G.2 Measurement: Students will describe and compare measurable attributes.

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.

K.G.3.a Identify the name and value of pennies, nickels, and dimes.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

K.D.1 Classification: Students will sort and classify objects using one or more attributes.

K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

Grade 1 Standards

Grade 1 Content Focus

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions.
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., "I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each proceeding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.

1.N.4 Number and Operations: Students will compute using addition and subtraction.

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.

1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, $7 + 2 = 5 + 4$).

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 =$ _____, using the addition fact $9 + 3 = 12$).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a49).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.

1.G.2 Measurement: Students will measure and compare lengths.

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.

- 1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.
- 1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.
- 1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

- 1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

- 1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

Grade 2 Standards

Grade 2 Content Focus

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., "I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols $<$, $>$, $=$ and justify the comparison based on the value of the hundreds, tens, and ones.

2.N.4 Number and Operations: Students will compute using addition and subtraction.

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract within 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

Grade 3 Standards

Grade 3 Content Focus

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes in equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

3.N.2 Fractions: Students will develop understanding of fractions as numbers.

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.

- 3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.
- 3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.
- 3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.
- 3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.
- 3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.
- 3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.
- 3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.
- 3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as it would be found by multiplying the side lengths.

3.G.3 Measurement: Students will use tools to solve measurement problems.

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

Grade 4 Standards

Grade 4 Content Focus

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in solving them. 	Reason quantitatively and abstractly and consider the reasoning of others. 	Create and use representations to organize, record, and communicate mathematical ideas. 	Analyze mathematical relationships to connect mathematical ideas. 	Explain and justify mathematical ideas using precise mathematical language in written or oral communication. 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.

- 4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.
- 4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.
- 4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.
- 4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g., $43/100 = 0.43$).

4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.

- 4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.
- 4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.
- 4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.

- 4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g., $3 + n = 15$, $81 \div n = 9$).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4.G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4.G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g., $180^\circ = 1/2$ of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

Grade 5 Standards

Grade 5 Content Focus

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.N.1 Numeric Relationships: Students will understand the place value system.

- 5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.
- 5.N.1.b Recognize a digit in one place represents $\frac{1}{10}$ of what it represents in the place to its left.
- 5.N.1.c Use whole number exponents to denote powers of 10.

5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.

- 5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).
- 5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.

- 5.N.3.a Interpret a fraction as division of the numerator by the denominator.
- 5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.
- 5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.
- 5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Solve authentic numerical or algebraic expressions using order of operations (excluding exponents).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two-dimensional figures in a hierarchy based on their properties.

5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.

- 5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.
- 5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
- 5.G.2.c Form ordered pairs from authentic problems involving rules or patterns and graph the ordered pairs in the first quadrant on a coordinate plane and interpret coordinate values in the context of the situation.

5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.

- 5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.

- 5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.
- 5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.
- 5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.
- 5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit squares and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.
- 5.G.4.e Solve authentic problems by applying the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.

No additional indicators at this level.

5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.

5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

Grade 6 Standards

Grade 6 Content Focus

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

6.N.2 Operations: Students will compute with fractions and decimals accurately.

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.²

6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.

- 6.R.1.a Determine ratios from concrete models, drawings, and/or words.
- 6.R.1.b Explain and determine unit rates.
- 6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.
- 6.R.1.d Convert among fractions, decimals, and percents using multiple representations.
- 6.R.1.e Solve authentic problems using ratios, unit rates, and percents.
- 6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

² Ratios and Proportions is a new content strand found only in Grades 6 and 7.

6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.

- 6.R.2.a Identify the ordered pair of a given point in the coordinate plane.
- 6.R.2.b Plot the location of an ordered pair in the coordinate plane.
- 6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).
- 6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.
- 6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.
- 6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.
- 6.R.2.g Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.

- 6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.
- 6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.
- 6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.
- 6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.
- 6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph $3x > 3$).

6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

- 6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.
- 6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non-negative rational numbers.
- 6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.G.1 Attributes: Students will identify and describe geometric attributes of two- dimensional shapes.

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)

6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicators at this level.

6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

- 6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.
- 6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.
- 6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.
- 6.D.2.d Compare the mean, median, mode, and range from two sets of data.
- 6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

6.D.3 Probability: Students will interpret and apply concepts of probability.

- 6.D.3.a Identify a list of possible outcomes for a simple event.
- 6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.
- 6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.
- 6.D.3.d Compare and contrast theoretical and experimental probabilities.

Grade 7 Standards

Grade 7 Content Focus

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.

No additional indicator(s) at this level.

7.N.2 Operations: Students will compute with rational numbers accurately.

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

³RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.

7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g., $2x + 6 = 2(x + 3)$).

³ Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

No additional indicator(s) at this level.

7.D.3 Probability: Students will interpret and apply concepts of probability.

7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

7.D.3.b Identify complementary events and calculate their probabilities.

Grade 8 Standards

Grade 8 Content Focus

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



PROBLEM SOLVING

Reason quantitatively and abstractly and consider the reasoning of others.



REASONING

Create and use **representations** to organize, record, and communicate mathematical ideas.



REPRESENTATIONS

Analyze mathematical relationships to **connect** mathematical ideas.



CONNECTIONS

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.

- 8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.
- 8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.
- 8.N.1.c Describe the difference between a rational and irrational number.
- 8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

8.N.2 Operations: Students will compute with exponents and roots.

- 8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.
- 8.N.2.b Simplify numerical expressions involving integer exponents, square roots, and cube roots (e.g., 4^{-2} is the same as $1/16$).
- 8.N.2.c Evaluate numerical expressions involving absolute value.
- 8.N.2.d Multiply and divide numbers using scientific notation.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.

8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.

8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.

8.A.1.c Solve equations of the form $x^2 = k$ ($k \leq 400$) and $x^3 = k$ ($k \leq 125$), where k is a positive rational number, using square root and cube root symbols.

8.A.2 Applications: Students will solve authentic problems involving multi-step equations.

8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.

8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.

8.A.2.c Graph proportional relationships and interpret the rate of change.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.

8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.

8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

No additional indicator(s) at this level.

8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

8.D.3 Probability: Students will interpret and apply concepts of probability.

No additional indicator(s) at this level.

High School Standards

High School Content Focus

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

NUMBER: Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

ALGEBRA: Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

GEOMETRY: Instruction in Geometry should focus on these critical areas:

- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

DATA: Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in solving them. 	Reason quantitatively and abstractly and consider the reasoning of others. 	Create and use representations to organize, record, and communicate mathematical ideas. 	Analyze mathematical relationships to connect mathematical ideas. 	Explain and justify mathematical ideas using precise mathematical language in written or oral communication. 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value. HS.N.1.c

Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since $\log(10) = 1$ and $\log(1,000) = 3$ we know $\log(500)$ is between 1 and 3).

HS. N.1.e Determine the tolerance interval and percent of error in measurement. HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.

HS.N.2.a Extend the properties of exponents to rational numbers. HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem. HS.N.3.d

Communicate the meaning of an answer in the context of a problem.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g., $f(x)=x^2$), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation). HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms. HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial. HS.A.2.i Combine functions by composition and perform operations on functions.

HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two- dimensional shapes.

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, and AAS SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30-60-90 and 45-45-90) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent. HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G.1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines $y=x$ and $y=-x$, rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two-column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis. HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.

HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

High School Advanced Topics Standards

Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in solving them. 	Reason quantitatively and abstractly and consider the reasoning of others. 	Create and use representations to organize, record, and communicate mathematical ideas. 	Analyze mathematical relationships to connect mathematical ideas. 	Explain and justify mathematical ideas using precise mathematical language in written or oral communication. 
PROBLEM SOLVING	REASONING	REPRESENTATIONS	CONNECTIONS	COMMUNICATION

NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane. AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming. AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or $\pi/6$ and $\pi/4$).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.

TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.

AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object. AT.G.2.c Use

Cavalieri's Principle to determine volume of three-dimensional figures.

AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables. AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

AT.D.3 Probability: Students will interpret and apply concepts of probability.

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

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





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Table of Contents

Introduction	5
Content Area Standards Overview	5
English Language Arts Standards Design	6
Kindergarten Standards.....	16
Grade 1 Standards	25
Grade 2 Standards	35
Grade 3 Standards	44
Grade 4 Standards	54
Grade 5 Standards	64
Grade 6 Standards	73
Grade 7 Standards	81
Grade 8 Standards	89
Grades 9-10 Standards	98
Grades 11-12 Standards	107
Grades K-12 Vertical Progressions	116

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 21st 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
Foundations of Reading (F)	Students will develop and apply decoding and language comprehension skills and strategies to comprehend and learn from increasingly complex texts.
Reading Prose and Poetry (RP)	Students will learn and apply reading skills and strategies to comprehend grade-level literary texts.
Reading Informational Text (RI)	Students will learn and apply reading skills and strategies to comprehend grade-level informational texts.
Vocabulary (V)	Student will build and use conversational, academic, and discipline-specific, grade-level vocabulary.
Writing (W) and Foundations of Writing (FW)	Students will learn and apply writing skills and strategies to communicate effectively for a variety of purposes.
Speaking and Listening (SL)	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.

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.



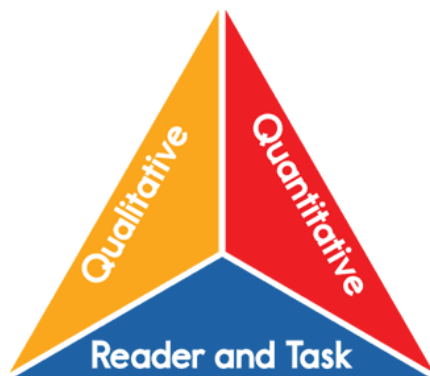
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level, 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 21st 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:

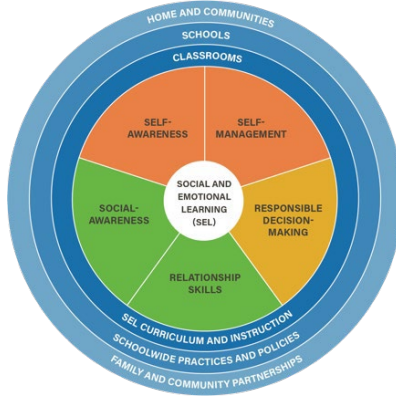
- the text quality and complexity and their alignment to standards with tasks grounded in evidence;
- the knowledge-building of texts, vocabulary, and tasks;
- and instructional supports and usability measures.

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.

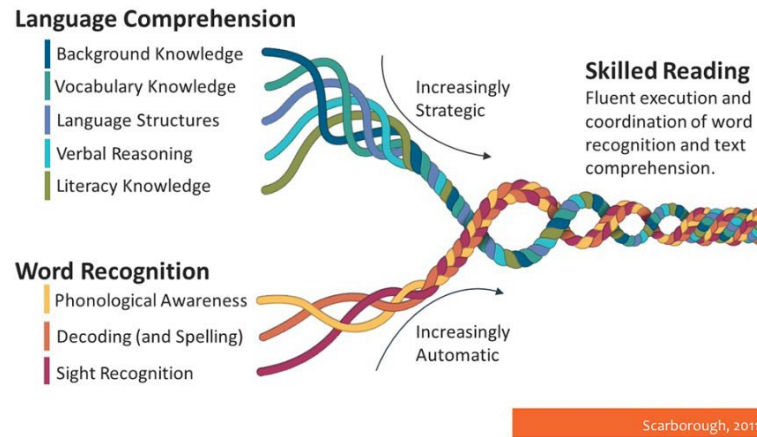
Concepts of print. Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

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.

LA.K.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts 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.

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

- a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody 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 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. Demonstrate academic integrity by referencing sources in writing and speaking.
- 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) and paragraphs.

- 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.

- a. Introduce a topic or text.
- b. State an opinion and provide reasons to support the opinion.
- c. Provide a concluding statement or section.

LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.

- a. Introduce a topic or text.
- b. Develop a topic with facts, details, and definitions.
- c. Use words and phrases related to the topic.
- d. Provide a concluding statement or section.

LA.2.W.6 Locate information from provided sources to answer questions about a topic.

- a. Retell information from provided sources to support ideas while avoiding plagiarism.
- b. Identify print and digital tools to gather information and ideas and answer questions.
- c. Sort evidence and information into categories.
- d. Demonstrate academic integrity by referencing sources in writing and speaking.
- 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.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.

LA.3.RP.2 Explain how characters respond to major events and challenges 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 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.

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 including Latin plurals.
- 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.

V O C A B U L A R Y

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 Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

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.

V O C A B U L A R Y

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, choosing 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, choosing 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, choosing 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 informational 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 informational 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, choosing 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)
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	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.
1	LA.1.F.1 Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a sentence.
K	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.

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	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.
1	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'").
K	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/.

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
5	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 accurately unfamiliar multisyllabic words in and out of context.
4	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 including Latin plurals. 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.
3	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.
2	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 affixes. e. Decode words with silent letter combinations.
1	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.
K	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.

K-5 Foundations of Reading

Fluency: Standard 4

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

Grade	Indicators
5	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.
4	LA.4.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 of text. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.
3	LA.3.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 the meaning of text. b. Adjust pace and prosody based on the purpose, complexity, form, and/or style 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).
2	LA.2.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text 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).
1	LA.1.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension. a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody 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).
K	LA.K.F.4 Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text 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).

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
11-12	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.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.
9-10	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.RI.1 Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
8	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.RI.1 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.
7	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.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
6	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.RI.1 Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.
5	LA.5.RP.1 Explain the theme in a literary text and how it is conveyed through key details.	LA.5.RI.1 Explain the central idea in an informational text and how it is conveyed through key details.
4	LA.4.RP.1 Determine a theme in a literary text and how it is conveyed through key details.	LA.4.RI.1 Determine the central idea of an informational text and how it is conveyed through key details.
3	LA.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.	~~LA.3.RI.3 Determine and explain the author's purpose in an informational text.~~ LA.3.RI.1 Identify the central idea and explain how key details support that idea
2	LA.2.RP.1 Recount narratives and determine their central message, lesson, or moral.	LA.2.RI.1 Identify the main topic and key details in a multi-paragraph text.
1	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.RI.1 Identify the main topic and key details in an informational text.
K	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.RI.1 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
11-12	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.	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.
9-10	LA.10.RP.2 Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	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.
8	LA.8.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	LA.8.RI.2 Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
7	LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	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.
6	LA.6.RP.2 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.	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.
5	LA.5.RP.2 Compare and contrast two or more characters, settings, or events in a literary text or texts.	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 a text or texts.
4	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.	LA.4.RI.2 Analyze an individual, event, scientific idea or concept, or steps in a process.
3	LA.3.RP.2 Explain how characters respond to major events and challenges in a literary text.	LA.3.RI.2 Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
2	LA.2.RP.2 Describe characters and how they interact with one another.	LA.2.RI.2 Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
1	LA.1.RP.2 Identify the main character(s), setting, and important events, drawing on key details in a literary text.	LA.1.RI.2 Identify key individuals, events, or pieces of information in an informational text.
K	LA.K.RP.2 With prompting and support, identify main character(s), setting, and important events in a literary text.	LA.K.RI.1 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.

Grade	Prose and Poetry	Informational Text
11-12	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.RI.3 Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
9-10	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.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.
8	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.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.
7	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.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
6	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.RI.3 Explain how an author establishes and conveys a perspective or purpose in an informational text.
5	LA.5.RP.3 Describe how a narrator or speaker's point of view influences the meaning of a literary 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.
4	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.RI.3 Compare and contrast authors' perspectives in multiple informational texts of the same topic.
3	LA.3.RP.3 Determine and explain the point of view in a literary text.	LA.3.RI.3 Determine and explain the author's purpose in an informational text.
2	LA.2.RP.3 Determine and explain who is telling a story within and across literary texts.	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.
1	LA.1.RP.3 Explain the difference between the roles of author and narrator or speaker in a literary text.	LA.1.RI.3 Define the role of the author and illustrator in presenting the ideas or information in a text.
K	LA.K.RP.3 With prompting and support, define the role of author and illustrator in a literary text.	LA.K.RI.3 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.		
Grade	Prose and Poetry	Informational Text
11-12	LA.12.RP.4 Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	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.
9-10	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.	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).
8	LA.8.RP.4 Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	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.
7	LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.
6	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).	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.
5	LA.5.RP.4 Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	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.
4	LA.4.RP.4 Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	LA.4.RI.4 Describe the overall structure of an informational text and how it contributes to meaning.
3	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.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
2	LA.2.RP.4 Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	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.
1	LA.1.RP.4 Identify the basic characteristics of literary text, drawing on a wide range of text types.	LA.1.RI.4 Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
K	LA.K.RP.4 With prompting and support, identify the basic characteristics of literary text.	LA.K.RI.4 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
11-12	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.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
9-10	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.RI.5 Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
8	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.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.
7	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.RI.5 Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
6	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.RI.5 Compare and contrast one author's presentation of information with that of another.
5	LA.5.RP.5 Compare and contrast the treatment of themes and topics in literary texts of the same genre.	LA.5.RI.5 Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
4	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.RI.5 Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
3	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.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
2	LA.2.RP. Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	LA.2.RI.5 Compare and contrast the two most important ideas presented by two informational texts on the same topic.
1	LA.1.RP.5 Compare and contrast the experiences of characters in familiar stories.	LA.1.RI.5 Identify basic similarities and differences between two informational texts on the same topic.
K	LA.K.RP.5 With prompting and support, compare and contrast the experiences of characters in familiar stories.	LA.K.RI.5 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
11-12	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.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
9-10	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.RI.6 Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
8	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.RI.6 Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
7	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.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
6	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.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
5	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.RI.6 Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
4	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.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.
3	LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.	LA.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim in the text.
2	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.RI.6 Explain an author's opinion(s) and supporting evidence from the text.
1	LA.1.RP.6 Ask and answer questions about key details in a literary text.	LA.1.RI.6 Identify an author's opinion(s) about a text.
K	LA.K.RP.6 With prompting and support, ask and answer questions about key details in a literary text.	LA.K.RI.6 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.

Grade	Prose and Poetry	Informational Text
11-12	LA.12.RP.7 Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
9-10	LA.10.RP.7 Analyze multiple perspectives within and across a wide range of literary texts.	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.
8	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.	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.
7	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.	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.
6	LA.6.RP.7 Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	LA.6.RI.7 Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
5	LA.5.RP.7 Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	LA.5.RI.7 Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
4	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.	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.
3	LA.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	LA.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.
2	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).	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).
1	LA.1.RP.7 Make connections between own experiences and other cultures in literary texts.	LA.1.RI.7 Make connections between own experiences and other cultures in informational texts.
K	LA.K.RP.7 With prompting and support, make connections between own experiences and other cultures in literary texts.	LA.K.RI.7 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.		
Grade	Prose and Poetry	Informational Text
11-12	LA.12.RP.8 Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	LA.12.RI.8 Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
9-10	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.	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.
8	LA.8.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.	LA.8.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.
7	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.	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.
6	LA.6.RP.8 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.	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.
5	LA.5.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	LA.5.RI.8 Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.
4	LA.4.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 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.
3	LA.3.RP.8 Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 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.
2	LA.2.RP.8 With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	LA.2.RI.8 With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.
1	LA.1.RP.8 With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	LA.1.RI.8 With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.
K	LA.K.RP.8 Actively engage in group reading activities with purpose and understanding.	LA.K.RI.8 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
11-12	LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. - 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. - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). - Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.
9-10	LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. - 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. - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis). - Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.
8	LA.8.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. - 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. - Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede). - Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
7	LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. - 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. - Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). - Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
6	LA.6.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes. - 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. - Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). - Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

5	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.
4	LA.4.V.1 Acquire and use grade-level academic vocabulary appropriately. a. Use context clues (e.g., definitions, examples, or restatements) in text 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.
3	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.
2	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.
1	LA.1.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 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.
K	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.

K-12 Vocabulary Connotation and Context: Standard 2	
Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
Grade	Indicators
11-12	LA.12.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text. - Analyze nuances in the meanings of words with similar denotations.
9-10	LA.10.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text. - Analyze nuances in the meanings of words with similar denotations.
8	LA.8.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. - Interpret figures of speech (e.g., verbal irony, puns) in context. - Determine the relationship between particular words to better understand each of the words. - Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).
7	LA.7.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. - Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. - Determine the relationship between words (e.g., cause/effect, part/whole, item/category). - Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
6	LA.6.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text. - Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. - Determine the relationship between words (e.g., cause/effect, part/whole, item/category). - Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

5	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.
4	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.
3	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).
2	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).
1	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 (i.e., 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).
K	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.

K-5 Foundations of Writing Standard 1	
Foundations of Writing Apply handwriting skills to communicate ideas and information.	
Grade	Indicators
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	LA.2.FW.1 Demonstrate and apply handwriting skills. a. Write legibly using correct formation of letters with automaticity and proper spacing between words.
1	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.
K	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.

K-5 Foundations of Writing Standard 2	
Foundations of Writing Apply handwriting skills to communicate ideas and information.	
Grade	Indicators
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	LA.2.FW.2 Demonstrate sound-letter concepts when writing. a. Write common graphemes (letters or letter groups) for each phoneme.
1	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.
K	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.

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
11-12	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. - Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested. - 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.
9-10	LA.10.W.1 Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language. - Apply knowledge of rules for capitalization. - Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb. - Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials. - Select and use verbs with appropriate voice and mood. - Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.
8	LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures. - Apply knowledge of rules for capitalization. - Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission. - Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives). - Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative). - Use appropriate parallel structure in words, phrases, and clauses. - Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.
7	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures. - Apply knowledge of rules for capitalization. - Use a comma to separate coordinate adjectives. - Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). - Use a variety of prepositional and appositive phrases in sentences and paragraphs. - Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.
6	LA.6.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures. 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.
5	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 tag, 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.
4	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.
3	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.
2	LA.2.W.1 Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory) and paragraphs. d. Capitalize proper nouns (e.g., holidays, countries, product names).

	e. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives. f. 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. g. Maintain consistent verb tense across sentences or paragraphs.
1	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.
K	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.

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
11-12	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.
9-10	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.
8	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.
7	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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	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.
K	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.

**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
11-12	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.
9-10	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.
8	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.
7	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; 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.
6	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.
5	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.
4	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.
3	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 sequence of events.

	d. Provide a closure related to the creative or expressive event or experience.
2	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 sequence of events. c. Provide a sense of closure.
1	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.
K	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.

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
11-12	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.
9-10	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.
8	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.
7	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.

6	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.
5	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.
4	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.
3	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.
2	LA.2.W.4 Express an opinion and provide supporting reasons. a. Introduce a topic or text. b. State an opinion and provide reasons to support the opinion. c. Provide a concluding statement or section.
1	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.
K	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.

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
11-12	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. - 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. - Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. - Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. - Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
9-10	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. - 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. - Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples. - Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic. - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. - Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.
8	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. - 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. - Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples. - Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts. - Provide a concluding statement or section that follows from the information or explanation(s).
7	LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information. 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).
6	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).
5	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).
4	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).
3	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.
2	LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details. a. Introduce a topic or text. b. Develop a topic with facts, details, and definitions. c. Use words and phrases related to the topic. d. Provide a concluding statement or section.

1	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.
K	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.

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
11-12	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). - Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. - 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. - Select and use appropriate note-taking formats to collect and organize information. - 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). - 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).
9-10	LA.10.W.6 Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s). - Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism. - 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. - Select and use appropriate note-taking formats to collect and organize information. - 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). - 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).
8	LA.8.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s). - Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. - 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).
7	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).
6	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).
5	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).

4	LA.4.W.6 Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) 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).
3	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).
2	LA.2.W.6 Locate information from provided sources to answer questions about a topic. a. Retell information from provided sources to support ideas while avoiding plagiarism. b. Identify print and digital tools to gather information and ideas and answer questions. c. Sort evidence and information into categories. d. Demonstrate academic integrity by referencing sources in writing and speaking. 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).
1	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. Demonstrate academic integrity by referencing sources in writing and speaking. e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
K	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.

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.	
11-12	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. - Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. - Demonstrate interpretation of verbal and non-verbal messages in a conversation. - Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. - Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). - Complete a task following complex, multi-step directions.
9-10	LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts. - Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. - Demonstrate interpretation of verbal and non-verbal messages in a conversation. - Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. - Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). - Complete a task following complex, multi-step directions.
8	LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts. - Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. - Demonstrate interpretation of verbal and non-verbal messages in a conversation. - Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. - Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). - 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.
7	LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts. - Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. - Demonstrate interpretation of verbal and non-verbal messages in a conversation. - Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. - Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). - Complete a task following multi-step directions.
6	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 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.
5	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 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, recalling, questioning). e. Complete a task following multi-step directions.
4	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.
3	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.
2	LA.2.SL.1 Tell a story or recount an experience with appropriate facts and pertinent descriptive details. 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.

1	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.
K	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.

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.	
11-12	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. - 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. - Convey a perspective with clear reasoning and valid evidence. - Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility. - Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). - Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
9-10	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. - 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. - Convey a perspective with clear reasoning and valid evidence. - Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility. - Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). - Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.
8	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. - 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. - Convey a perspective with clear reasoning and valid evidence. - Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political). - Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). - Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.
7	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. - 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. - 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.
6	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.
5	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.
4	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.
3	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.
2	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.
1	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.
K	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.



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 in 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.

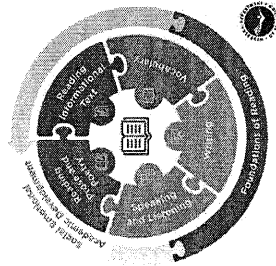
School leaders...

- 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.

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.

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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.

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

These standards outline grade-level expectations for mathematics and provide a framework upon which Nebraska districts develop, establish, and implement their locally determined curriculum. The standards are also the foundation for the selection and implementation of instructional materials, resources, and interim, formative, and summative assessments.

The **structure** of the standards:

- Includes grade-level standards for grades K-8; grade-banded standards for high school.
- Is organized by four (4) content strands: NUMBER SENSE, ALGEBRA, GEOMETRY and DATA, with the addition of Ratios and Proportions in the 6-8 grade band
- Identifies "mathematical processes" that are necessary for success in mathematics at each grade level: PROBLEM SOLVING, REPRESENTATIONS, COMMUNICATION, REASONING, and CONNECTIONS.

The **content** of the Mathematics Standards:

- Centers deep learning of mathematics concepts while actively building new knowledge across K-12.
- Reflects the processes needed for students develop mathematical habits of mind and become mathematically proficient.
 - Strengthens the mathematics processes within the standards based on previous input from educators, employers, and post-secondary educators.
- Aligns with current research and evidence-based practices for improving teaching and learning in mathematics.
- Strengthens the DATA strand across K-12 and includes revised standards related to understanding data and basic statistics.
- Focuses on ratios, proportional reasoning, and arithmetic of rational numbers in Grades 6-8 to build a strong foundation prior to high school.
- Aligns with the expectations required of the 11th Grade Summative Assessment – the ACT.

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

Revision Timeline:

August

- **Approval Draft to State Board; Public Release of Final Draft**

September

- **Action Item for State Board: Approval of standards**

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

Comparison Table: 2015 version to 2022 Draft #2

Key Features of Proposed Revisions	Differences Between 2015 and 2022 Versions	Rationale
In K-5, the content strands of NUMBER, ALGEBRA, GEOMETRY and DATA are the same.	1. K-2 has strategically placed all curricular indicators that align with Algebraic Relationships in the main content strand of NUMBER rather than ALGEBRA. 2. Grades 3-5 have added standards related to Fractions. 3. Grades 6-8 have added a standalone strand entitled, RATIOS AND PROPORTIONS.	1. <i>The foundation for algebra in the early grades is reflected in the essential conceptual knowledge of addition/subtraction or making meaning for these operations. The placement increases the visibility of the interconnectedness for classroom teachers.</i> 2. <i>Fractions are a challenging math concept to comprehend but the foundation starts in elementary grades.</i> 3. <i>To encourage more instructional time to build foundational understanding for high school algebra at the middle grades, emphasis of numerical operations, including ratios, has been added to the standards.</i>
The 2015 Nebraska Mathematical Process Standards include Problem Solving, Representations,	1. Revised the title of "Process Standards" to Mathematical Processes.	1. <i>This more accurately describes how processes support the mathematical content</i>

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

Communication, and Connections. The 2022 version includes Problem Solving, Representations, Communication, Connections, and Reasoning.	2. Addition of Reasoning as a mathematical process. 3. Written narrative for the five mathematical processes 4. Develop a visual that communicates the integration of mathematical processes in all grade levels.	<i>included in the standards.</i> 2. Reasoning was included in the 2009 Mathematical Processes, and the writing team indicated it was a critical skill for students to master. 3. With the addition of Reasoning, the narrative for each of the other four mathematical processes was revised to clearly depict the importance for each. 4. Using input from various stakeholders, a banner was designed to increase visibility and placed at the beginning of each grade level. This also highlights the importance of the mathematical processes in teaching the content outlined in the standards.
NUMBER: Emphasize Number Sense in the K-5 Standards.	1. The categories are specific to the grade level. For example, for K-2, NUMBER is subdivided into: a. Counting b. Base Ten	1. In the 2015 standards, the categories under NUMBER were very broad (Numeric Relationships and Operations) and spanned K-12. This revision provides

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

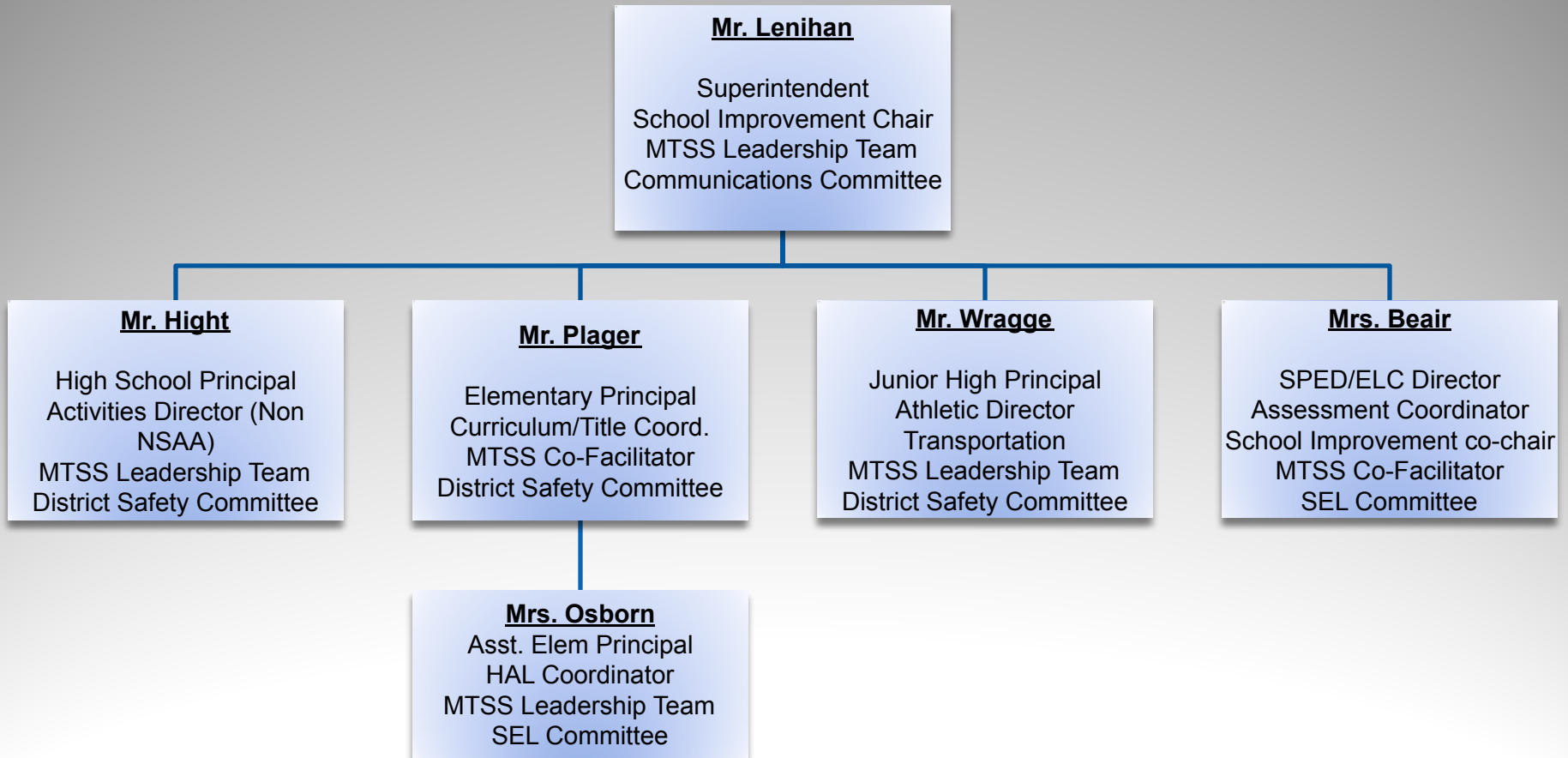
	c. Number and Algebraic Relationships d. Number and Operations Similar categories in NUMBER are proposed for Grades 3-5 and High School.	<i>greater specificity and guidance for instruction.</i>
ALGEBRA: Create greater K-12 coherence.	1. The 2015 standards have only three broad categories for ALGEBRA. To improve elementary algebra standards, Algebraic Relationships was removed from Grades 3-5 with categories designed that reflect an emphasis on Operations and Algebraic Thinking, followed by Algebraic Processes and Applications for Grades 6-8. The High School categories remain the same.	1. <i>Increases clarity and reserves Algebra 1 concepts for Algebra 1.</i>
GEOMETRY: Create greater K-12 coherence.	1. Grade-level categories added to reflect how curricular indicators "cluster" and are unique to age groups. These include: a. Shapes and Their Attributes, b. Measurement; Time and Money,	1. <i>This adds specificity that was lacking in the 2015 Math Standards for Geometry to inform instruction.</i> 2. <i>Many of the basic geometry concepts are to be learned in grades K-8 leaving the proof and logic level</i>

Nebraska's College and Career Ready Standards for Mathematics

Key Features & Talking Points

	c. Area and Perimeter, d. Area and Volume, e. Coordinate Geometry, f. Coordinate Geometry and Transformation and, g. Logic and Proof	of thinking for high school.
DATA: Create greater K-12 coherence.	1. As with other strands (e.g. NUMBER, GEOMETRY), the categories are proposed to be specific to the grade level. For example, at the kindergarten level, Classification is a category under DATA. 2. Probability remains a category under the DATA strand and concepts begin in grade 6. 3. High School DATA represents the content that all students should learn prior to graduation.	1. Including Classification under DATA for kindergarten emphasizes the foundational skill of sorting to precede graphical representations. 2. A frequent theme of feedback over the past seven years has been the need to further develop standards related to understanding data and basic statistics. It is important to be able to collect, display and interpret data accurately.

Administrative Structure 2022-2023



Evaluation process for Principals

2022-23 school year @ Wayne Community Schools

- 1) Initial goal setting for school year
Principals – Completed by September 16, 2022
 - 2) Mid-year check-in on goals
Principals – December 2022/ January 2023
 - 3) Formal evaluation
Principals – Completed by February, 2023 (prior to Feb. board meeting)
 - 4) Year end meetings
Principals – Admin retreat conducted in June 2023
- Principals are observed by the Superintendent when working with their faculty and students.
 - The administrative staff will post their goals near their office door.
 - The administrative staff will meet two times per month on Tuesday mornings at 9:00.

Wayne Community Schools Enrollment 2022-2023

Preschool

<u>Grade</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
PreK 3	9	8	17
PreK 4	10	10	20
<u>TOTAL</u>	19	18	<u>37</u>

Elementary

<u>Grade</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
Kindergarten	28	28	56
First Grade	37	40	77
Second Grade	34	34	68
Third Grade	31	24	55
Fourth Grade	46	43	89
Fifth Grade	26	33	59
Sixth Grade	42	37	79
<u>TOTAL</u>	244	239	<u>483</u>

Jr./Sr. High School

<u>Grade</u>	<u>BOYS</u>	<u>GIRLS</u>	<u>TOTAL</u>
Seventh Grade	39	36	75
Eighth Grade	59	26	85
Ninth Grade	41	51	92
Tenth Grade	30	37	67
Eleventh Grade	32	31	63
Twelfth Grade	47	38	85
<u>TOTAL</u>	248	219	<u>467</u>

Total PreK - 12

987

Birth - two age

12

Total birth - grade 12

999

Exempt School Students:

22

District Enrollment Totals:

Students serviced by	2004 - 868	2013 - 867
contracted agencies -	2005 - 852	2014 - 888
Administrators -	2006 - 848	2015 - 900
Teachers -	2007 - 834	2016 - 906
Paraprofessionals: 15.75 FTE -	2008 - 849	2017 - 918
Secretarial/Other: 15.75 FTE -	2009 - 868	2018 - 948
Maintenance/Custodial -	2010 - 862	2019 - 989
Food Service -	2011 - 857	2020 - 957
	2012 - 851	2021 - 994

As of September 9, 2022



Wayne Community Schools

2022-2027 DISTRICT STRATEGIC PLAN

Dr. Mark Lenihan, Superintendent of Schools

Wayne Community Schools

Strategic Plan - Table of Contents

Board of Education	Page 2
Introduction	Page 3
Strategic Process	Page 4
Strategic Planning Phase Implementation	Page 5
Mission, Vision, and Values	Page 8
Guiding Principle Overview	Page 9
District’s Guiding Principle Prioritization Summary	Page 12
Guiding Principle I: Expanded Learning Opportunities	Page 14
Guiding Principle II: District Resources	Page 44
Guiding Principle III: Engagement and Inclusion	Page 65
Guiding Principle IV: Student and Staff Well-Being	Page
Guiding Principle V: Personnel Effectiveness	Page 98
Guiding Principle VI: Board Governance	Page 117
NASB Strategic Planning Service	Page 135

78



Wayne Community Schools

Dr. Mark Lenihan
Superintendent

Board of Education

Dr. Jodi Pulfer, President

Jaime Manz

Justin Davis

Lynn Junck

Dr. Jeryl Nelson

Sylvia Ruhl





Introduction

This strategic plan is a recognition by the Wayne Community Schools’ Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of WCS, but also the commitment and contributions of our district’s internal and external stakeholders: parents, students, community leaders, and citizens of our community. We all have a stake in the success of WCS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

Wayne Community Schools Strategic Overview Committee

Administrators

Mark Lenihan, Superintendent
 Russ Plager, Principal
 Tucker Hight, Principal
 Misty Bear, Special Education/Early Learning Center Director
 Dave Wragge, Athletic/Activities Director
 Jean Steen, Special Education Coordinator

Members of the Board

Jodi Pulfer
 Lynn Junck
 Justin Davis
 Jaime Man
 Jeryl Nelson
 Sylvia Ruhl

Other Members:

Teri Koenig, Community
 BJ Woehler, Community
 Jean Dorcey, Teacher
 Brandon Foote, School Foundation
 Jason Karskey, Community
 Brent Pick, Community
 Ryan Allemann, Community
 Gwen Frideres, Teacher
 Judy Poehlman, Food Service

Scott Sievers, Community
 Caden Hopkins, Student
 Mike Jaixen, Teacher
 Deb Daum, Secretary
 Melissa Heithold, Community
 Sydney Redden, Student
 Jordan Winder, Maintenance
 Casey Hurner, Community
 Nick Hochstein, Community

Phyl Trenhaile, Teacher
 Drew Fertig, Student
 Kirby Hall, Community
 Lindsay McLaughlin, Community
 Diana Davis, Teacher
 Terri Buck, Community
 Lyndi McElroy, Community
 Bob Liska, Community
 Mary Jean Roberson, Business Office





Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission of being “**committed to the success of all students and the development of independent lifelong learners**” and our vision “**learning for life, every student, every day**” for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students at the middle school and high school. We met with staff in every building in the district. We asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the Wayne Community Schools’ board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our district for the next three years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the district does over the next three years. Methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the Wayne Community Schools’ board will all be influenced by this plan.



Guiding Principles, Objectives, Strategies, and Performance Indicators

Our process enabled us to identify needs and establish priorities (guiding principles). To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each Guiding Principle is further defined in the form of an objective. Each objective state with specificity a goal that, when achieved, will have a direct impact on WCS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps (performance indicators).

Implementation of the Strategic Plan Phase I

This strategic plan represents our collective resolve to inspire and empower students. The guiding principles, objectives, and strategies set forth below are the building blocks of the path we have laid out to reach the 2022-2026 benchmarks for student learning. Meeting those benchmarks depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the WCS Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee Measures and Objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Collect evidence to illustrate the progress/success of the implementation of the strategies
- D. Commit resources needed to ensure the progress and success of the plan
- E. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- F. Communicate progress of the plan to internal and external stakeholders annually



Strategic Planning Phase II – Strategic Leadership Accountability



Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year 3 along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.

Guiding Principles

The guiding principles highlight the areas WCS will build upon to support the mission and vision of the school district.

Objective

The objective states the area of focus and outcome that WCS will achieve.

Strategy

The strategy provides detail of how the objective will be met

Performance Indicator

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

Program/Building Level

The Program/Building Level identifies the point of impact.

Responsible

The assigned responsibility is to ensure progress/success of the Indicator.

Target Date

The Target Date identifies when the indicator is to be assessed for progress and/or a target completion date.



The Funding identifies an approximate figure for how the program/service will impact district resources.

Evidence of Progress

The Evidence of Progress identifies the action that has been taken to meet the Indicator.

Final Steps Remaining

SIT

The Strategic Implementation Team (SIT) provides accountability and validation of work and progress completed by the assigned staff member.

Progress Analysis

Once the strategic plan has been adopted, superintendent and school administrators will begin implementing strategies. At the end of every year there after the Association will administer a progress analysis to monitor the progress/successes the district has made. The district will continue following the strategic plan, sustaining the strategies where growth has been made and moving forward on other strategies. At the end of year three along with the progress analysis, the district will take a deeper dive to assess the impact of the strategic plan related to student learning within the district. Districts will reengage all internal and external stakeholders to gain perspective.



Wayne Community Schools' Mission Statement

Wayne Community Schools is committed to the success of all students and the development of independent lifelong learners

Wayne Community Schools' Vision Statement

Learning for Life, Every Student, Every Day

Wayne Community Schools' Value Statements

Wayne Community Schools values...

- W – Working in Partnerships
- C – Committing/Commitment to Excellences
- S – Success in Life





Careful and collaborative analysis of the data collected through the strategic planning needs assessment process resulted in the identification of a number of priorities. These identified priorities, in turn, informed the creation of several areas of focus that form the structure of the WCS Strategic Plan.

I. Expanded Learning Opportunities

Comprehensive and diverse learning experiences are critical to student growth. By offering diverse experiences (i.e. Dual Credit, HAL, STEM, CTE, non-athletic choices, etc.) students will be able to achieve greater successes. Furthermore, enhancing expanded learning opportunities will help foster students' problem-solving abilities to prepare for their future successes. Relevant curriculum and effective instructional methods are critical to student learning and support the WCS goals and objectives to instructional and activities programming that focuses on achievement and provides for the needs of all students, thus maximizing student betterment. Through adopted core curriculum, vertical and horizontal alignment, scope and sequence, the district promotes effective transitions for students at each grade and level throughout the PK-12 system.

II. District Resources

We aspire and are committed to providing well-maintained and safe buildings and grounds to support an environment in which students can learn and staff can perform effectively. To ensure that we continue to meet this priority, purposeful budget, planning, and management will sustain financial stability while continuing to improve our district. The success of the WCS district and its ability to bring the mission and vision to life for the students is predicated on the district's most valuable assets — the dedicated and professional teachers, administrators, and staff. As the WCS staff is supported and challenged they will grow as professionals, and WCS students will ultimately benefit.

III. Engagement and Inclusion

To fully engage and include under-represented stakeholder groups: parents, families, community, and partners, WCS must continue to develop, grow, and sustain learning opportunities, communication, engagement, and transparency that builds trust, relationships, engagement, and support of WCS.

IV. Student and Staff Well-Being

Creating opportunities for students and staff to establish and maintain a district climate that emphasizes the importance of respect, acceptance, inclusion, social-emotional, mental health well-being, and school pride is vital to the success of students and staff of WCS.



V. Personnel Effectiveness

Fundamental to the success of WCS is the ability of the district to recruit, develop, and retain high-quality educators. Investing in their skills, knowledge, and personal expertise will advance the content and instruction districtwide. By providing purposeful and meaningful professional development for all staff this builds collaboration and ensures a cohesive and growing school community.

VI. Board Governance

As the board, we will commit resources to support the long-term goals of the school district. Through evaluation, accountability, and policy, we leverage the capacity to ensure the success of our goals. Our collective voice will be represented at the state level by developing a board advocacy committee to tell our district's story.





Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

Prioritization Summary

The following list provides the cumulative prioritization (listed top priority to lowest priority) based on the *overall averages* presented in the previous pages.

1) Guiding Principle II: District Resources

- 1. Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.
- 2. Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.
- 3. Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.
- 4. Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.

2) Guiding Principle IV: Student and Staff Well-Being

- 1. Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.
- 2. Strategy 4.1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.
- 3. Strategy 4.2: Ensure all students learn in a supportive, safe, and nurturing environment.

3) Guiding Principle I: Expanded Learning Opportunities

- 1. Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.
- 2. Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.
- 3. Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.
- 4. Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).
- 5. Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.

4) Guiding Principle III: Engagement and Inclusion

- 1. Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.
- 2. Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.
- 3. Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.



5) Guiding Principle V: Personnel Effectiveness

1. Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.
2. Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.
3. Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.

6) Guiding Principle VI: Board Governance

1. Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.
2. Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve education.
3. Strategy 6.1: Annually review the district's vision and mission statements, review and assess the progress-success of the district strategic plan.



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.							
PERFORMANCE INDICATOR	1.1(a) Review the adopted WCS curriculum cycle and process in all subject areas.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	The Administrative Team and Superintendent will review and update the seven-year curriculum cycle for all grades and subject areas. This cycle will reflect the curriculum process provided by NDE, and will include research, textbook/resource adoption, and implementation.			
	Target Date	Priority	Responsible				
	May 2024	Priority #2	Admin Team, Supt				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.							
PERFORMANCE INDICATOR	1.1(b) Review and update elective course offerings and life and career readiness programs, as well as class choice opportunities to enhance the learning opportunities for WCS students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The principals, counselors, and CTE teaching staff will review current course offerings and arrive at recommendations to include the six CTE programs of study that align curriculum with the Nebraska Career Readiness Standards.			
	Target Date	Priority	Responsible				
May 2024	Priority #2	Principals, counselor, CTE teaching staff					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.							
PERFORMANCE INDICATOR	1.1(c) Collaborate with community partners and post-secondary institutions to explore opportunities for partnering and collaboration to maximize the use of community resources in the educational process.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Jr/Sr High School	The school district will continue the partnership with Wayne State College and Northeast CC to increase course offerings with dual credit. The district will continue to collaborate with area businesses for job shadowing and internship opportunities.			
			Target Date	Priority	Responsible		
	May 2023 and on-going	Priority #2	Principals, Counselors				





Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.1: Leadership; Educational Opportunities and Access; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
Strategy 1.1: Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.								
PERFORMANCE INDICATOR	1.1(d) Evaluate the quality and rigor of the curriculum provided to ensure it supports the diverse learning opportunities for the student.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District-Wide	What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i> <i>WCS teaching and administrative staff will review standards and curriculum through the MTSS process in the fall of each school year to ensure quality and rigor within the curriculum.</i>				
	Target Date	Priority						Responsible
	Fall 2022 and annually	Priority #2						Principals, teaching staff



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).							
PERFORMANCE INDICATOR	1.2(a) Create and implement a preassessment of HAL students to lead and develop a targeted curriculum design.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The HAL Coordinator and SPED Director will follow established policy and procedures for preassessment of HAL students.			
	Target Date	Priority	Responsible				
	Annual and on-going	Priority #4	HAL Coordinator, Student Services				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).							
PERFORMANCE INDICATOR	1.2(b) Provide appropriate professional learning and resources to support teachers to meet the needs of the High Ability Learners (HAL) for students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	WCS will participate in a two-year NDE HAL Pilot program to provide professional development and support for teachers and administrators.			
	Target Date	Priority	Responsible				
August 2022-August 2024	Priority #4	HAL coordinator					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).								
PERFORMANCE INDICATOR	1.2(c) Modify curriculum designed to differentiate basic skills and higher-level thinking.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District-Wide	The school district will provide dedicated PLC time (Professional Learning Community) for teachers to discuss and plan for differentiation of lessons to support HAL students.				
	Target Date	Priority						Responsible
	August 2024	Priority #4						MTSS teams, and teaching staff



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.2: Educational Opportunities and Access; Student Achievement and Growth COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.2: Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).							
PERFORMANCE INDICATOR	1.2(d) Evaluation of HAL student outcomes using multi-method criteria of self-evaluation and standardized tools with flexible pacing and supportive differentiated learning environments.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	An annual review and evaluation of HAL services will be conducted in the spring of each school year. Adjustment of services will occur based on the evaluation.			
	Target Date	Priority	Responsible				
Annual and on-going	Priority #4	HAL Coordinator, SPED Director, Teachers					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.								
PERFORMANCE INDICATOR			Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
	1.3(a) Designate internal teacher leaders to study the scope and feasibility of internal and external opportunities to grow diverse district offerings such as partnerships, staffing, course alignment, space allocation, resource expenditures, etc.		District-Wide	District and building The District MTSS Leadership Team will review data specific to EL learners to ensure learning opportunities and resources are equitable.				
	Target Date	Priority						Responsible
	2024-2025 school year	Priority #1						MTSS District Leadership Team



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.							
PERFORMANCE INDICATOR	1.3(b) Consider and assess the value of expanding course offerings to include, but not limited to: science, technology, engineering, and math (STEM/CTE).		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Junior/Senior High School	What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound. The District MTSS Leadership Team will review data to determine accessibility of STEM/CTE classes for our ELL students</i>			
	Target Date	Priority	Responsible				
2024-2025 school year	Priority #1	MTSS District Leadership Team					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
<i>Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.</i>							
PERFORMANCE INDICATOR	1.3(c) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum, and instruction.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	<i>The MTSS Leadership Team will evaluate the MTSS process annually at their spring retreat. Planning and adjustments for the next school year will occur at the spring retreat.</i>			
	Target Date	Priority	Responsible				
May 2023 and annually	Priority #1	MTSS Leadership Team					





Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.							
PERFORMANCE INDICATOR	1.3(d) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity and inclusion.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The district will provide annual ELL in-service for all instructional staff annually to address learning needs, best practices, and the importance of diversity and inclusion.			
	Target Date	Priority	Responsible				
	Fall 2022 and annually	Priority #1	Principals, teaching staff				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.							
PERFORMANCE INDICATOR	1.3(e) Collaborate with industry and community representatives for job shadow opportunities, career pathways exploration, student internships, and teacher externships to increase awareness of career opportunities.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>The career and technical education teaching staff and counselor will continue the fall junior job shadow day, and provide opportunities for ELL student job internships and work-based learning opportunities.</i>			
	Target Date	Priority	Responsible				
Annual and on-going	Priority #1	CTE staff, counselors					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.							
PERFORMANCE INDICATOR	1.3(f) Advance ELL instruction and supports to ensure the success of our students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The district ELL instructors will participate in the ELL Learning Community through the ESU 7 Consortium.			
	Target Date	Priority	Responsible				
	August 2022 and annually	Priority #1	ELL instructional staff				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.3: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
Strategy 1.3: Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.								
PERFORMANCE INDICATOR	1.3(g) Evaluate and monitor the learning opportunities provided by WCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District-Wide	What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i> <i>The student service office will submit an annual report to the ESU 7 Consortium Office and the WCS Board of Education.</i>				
	Target Date	Priority						Responsible
	May 2023 and annually	Priority #1						SPED Director



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness: Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.							
PERFORMANCE INDICATOR	1.4(a) Provide learning opportunities that align to student learning styles utilizing instructional practices and technology to support the needs of the student.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The district professional learning plan will incorporate dedicated PLC time for teaching staff to align learning styles and develop differentiated learning opportunities that support individual needs students.			
	Target Date	Priority	Responsible				
	August 2023	Priority #3	Principals and teaching staff				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness: Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
<i>Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.</i>							
PERFORMANCE INDICATOR	1.4(b) Continue to work in partnership proactively and consistently with students, families, and the community to support the needs of students to ensure high attendance and graduation rates.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	<i>The district will continue to develop and grow partnerships with parents and stakeholders through community organizations, businesses, and parent organizations such as booster clubs and elementary boosters. Opportunities to engage parents and stakeholders will occur to support the academic, social, and emotional learning needs of students.</i>			
	Target Date	Priority	Responsible				
August 2022 and annually	Priority #3	District staff					



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.4: Educational Opportunities and Access; Educator Effectiveness: Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Teaching and Learning; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.4: Challenge and engage students in learning experiences that enables personal growth and learning success.							
PERFORMANCE INDICATOR	1.4(c) Evaluate the effectiveness of the growth and engagement of the modified learning experiences.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District-Wide	The administrative staff and MTSS leadership team will evaluate attendance and graduation rates annually and adjust programming as necessary to ensure a positive school experience for all students.			
	Target Date	Priority	Responsible				
	May 2023	Priority #3	Principals, District MTSS Leadership				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities		AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.							
PERFORMANCE INDICATOR	1.5(a) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			High School	Mentorships, internships, and job shadowing in interest areas will be provided through the counseling office, CTE Department, and Student Services department.			
	Target Date	Priority	Responsible				
	August 2022 and annual	Priority #5	Principal, Counselor, CTE Staff				



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
<i>Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.</i>								
PERFORMANCE INDICATOR	1.5(b) Expand partnerships with post-secondary institutions to explore educational opportunities and options for partnering to enhance curricular offerings for students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			High School	WHS will work in partnership with Northeast Community College’s Friday’s with Northeast program to offer certificates and dual credit opportunities for students.				
	Target Date	Priority						Responsible
	Fall 2022 and annually	Priority #5						Principal, Counselors



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.								
Strategy 1.5: <i>Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.</i>								
PERFORMANCE INDICATOR	1.5(c) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness, and collaboration through life skills and career/life readiness instruction.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District wide	WCS offers Impact and Advisory time for all students to develop positive character traits. These programs will ensure all students have at least one adult advocate to support them throughout their education.				
	Target Date	Priority						Responsible
	August 2022 and annual	Priority #5						All staff



Priority 3		WCS Guiding Principle I: Expanded Learning Opportunities			AQuESTT Tenets Aligning to Strategy 1.5: Educational Opportunities and Access; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Learning Capacity Domain Nebraska Framework: Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: To ensure diversified learning experiences for all students through expanded learning opportunities, college, career, and technical training curriculum, high-quality instruction, and learning that accelerate the growth of each student.							
<i>Strategy 1.5: Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.</i>							
PERFORMANCE INDICATOR	1.5(d) Consider and assess the value of expanding course offerings to include, but not limited to: CTE, Vocational Training, Computer Science – Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Jr/Sr High School	Wayne Junior/Senior High School completed a Revision process through NDE to align our CTE program with updated standards and more diverse course offerings. The principals, counselors, and CTE staff will monitor programs and consider expanding course offerings utilizing data and stakeholder input.			
	Target Date	Priority	Responsible				
	Annual and on-going	Priority #5	Principals, counselors, CTE staff				



Strategic Leadership Accountability					
GUIDING PRINCIPLE I: Expanded Learning Opportunities	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
1.1 Set high expectations to ensure the integrity, quality and rigor of the curriculum provided supports diverse learning opportunities for the students at Wayne Community Schools.	0		0		
1.2 Create improvements and increased student achievement opportunities for High-Ability Learners (HAL).	0		0		



1.3 Build district resource capacities that include the community, students, families, college/universities, and industries working together for college credit and readiness, academic growth in the English Language Learner population, and overall diversity of curricular offerings.	0		0		0	
1.4 Challenge and engage students in learning experiences that enables personal growth and learning success.	0		0		0	
1.5 Assess and consider expansion and improvement of learning opportunities to support student engagement and preparedness.	0		0		0	



Priority 1		WCS Guiding Principle II: District Resources		AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.</i>							
PERFORMANCE INDICATOR	2.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of WCS educational programs and priorities.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	<i>The superintendent will identify community members to be part of a community facility committee. This committee will tour the district facilities in May, 2022, and will evaluate the 2019 facility study.</i> <i>The committee will evaluate the 2019 study and will adjust to reflect current enrollment, enrollment projections, and building capacities.</i>			
	Target Date	Priority	Responsible				
June 2022	Priority #1	Superintendent & Facility Committee					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.								
Strategy 2.1: <i>Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.</i>								
PERFORMANCE INDICATOR	2.1(b) Develop a short-long term facility plan to support needs and enable the district to plan in a purposeful and efficient manner. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: ▪ Capacity to Support Enrollment ▪ Functionality of Learning Spaces ▪ All Schools at One Campus ▪ Capacity to Support All Co-Curricular and Extra-Curricular Programs ▪ Parking ▪ Building Access and Security		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District	<i>CWP Architects will coordinate a bond study with a staff and community facility committee to address building capacity, functionality of space, capacity to support programs, parking, and security.</i> <i>A recommendation will be brought forth to the school board in fall of 2022</i>				
		Target Date	Priority	Responsible				
	November 2022	Priority #1	Superintendent & Facility Committee					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.</i>							
PERFORMANCE INDICATOR	2.1(c) Continue to engage stakeholders to educate and inform patrons of the identified needs and plans for addressing facilities and grounds, maintenance and upkeep, renovations, and new construction, and transportation services.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	Architect, CM, facility committee, and staff will engage with community stakeholders to educate on findings of facility study and promote a potential bond referendum if applicable.			
	Target Date	Priority	Responsible				
Late fall’22-Early spring ‘23	Priority #1	Superintendent & Facility Committee					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.							
PERFORMANCE INDICATOR	2.1(d) Creation of a timeline to support planning to maintain district facilities and grounds.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District Buildings & Grounds	Head of Maintenance and Principals will develop and propose a 2-5 year short term facility plan to the school board. Input from staff, students, and community will be considered.			
	Target Date	Priority	Responsible				
Summer 2023	Priority #1	Dir. Of Maint. &Bldg. Administrators					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.1: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.1: Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities and acquiring property to meet the future needs of the district.							
PERFORMANCE INDICATOR	2.1(e) Evaluate the effectiveness of the short-term and long-term facilities plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Annual evaluation of the short- term plan will be conducted by Head of Maintenance and Administrators to determine progress. The school board and superintendent will oversee and evaluate the status of the bond project for facility expansion and monitor and adjust as necessary.			
			Target Date	Priority	Responsible		
	Annually June	Priority #1	Dir. Of Maint. &Bldg. Administrators				



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.							
PERFORMANCE INDICATOR	2.2(a) Designate internal leaders to study the need and scope of programs and services to evaluate and grow district programming to meet the needs of a diverse student population.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Jr/Sr High Schools	Review the 7-12 CTE curriculum and ensure alignment with NDE Model. Consider 7-12 course change recommendations and appropriate staffing and resources for the 2024-25 school year.			
	Target Date	Priority	Responsible				
2022-23 school year/Summer’23	Priority #2	7-12 Counselor, JH&SH Principals,,CTE Tchrs.					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.2: <i>Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.</i>							
PERFORMANCE INDICATOR	2.2(b) Evaluate current operations, programs, facilities, and the investment of resources to ensure we meet the diverse needs of our enrollment.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			School Board	<i>The school board and administrative team will conduct semi-annual retreats to evaluate operations, resources, programming, and current student needs</i>			
	Target Date	Priority	Responsible				
Semi-annual	Priority #2	School Board and Supt.					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems			
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.								
Strategy 2.2: <i>Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.</i>								
PERFORMANCE INDICATOR	2.2(c) Commit the resources needed to sustain integrated technology to support instructional needs and access to learning for the students at Wayne Community Schools.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			Elementary and Jr/Sr High Buildings	<i>Technology committee will meet during the 22-23 school year to develop a 3-5 year technology integration plan with appropriate and sustainable budget.</i> <i>Recommendation to the superintendent by May, 2023.</i>				
	Target Date	Priority						Responsible
	May 2023	Priority #2						Tech. Dir. Librarians, Teacher committee



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.2: Leadership; Educational Opportunities and Access; Transitions; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Resource and Support Systems		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.2: Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.							
PERFORMANCE INDICATOR	2.2(d) Evaluate the overall effectiveness of the allocation of resources to support the growth and success of WCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				The superintendent and school board finance committee will conduct a review of current budgeting processes and develop a 3-5 year budget plan by June, 2023.			
	Target Date	Priority	Responsible				
	June 2023	Priority #2	Superintendent, Board Finance committee				



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.</i>							
PERFORMANCE INDICATOR	2.3(a) Complete a staff analysis of endorsements of all staffing assignments to benefit the learning opportunities.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>The annual NSSRS staff report will be submitted annually by the data steward and business manager by the June due date.</i> <i>Principals will ensure staff are appropriately endorsed within Rule 1o guidelines annually and upon assigning classes and/or hiring new teachers.</i>			
	Target Date	Priority	Responsible				
	Annually in spring	Priority #3	Data Steward, Bus. Manager, Principals				



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.							
PERFORMANCE INDICATOR	2.3(b) Budget and allocate resources to support staffing needs. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to: - Collaborate with Outside Resources to Support All Learners - Social-Emotional, Mental Health Support - Coordinate Certified and Classified Staffing to Support Programming in All Grades (pK-12)		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>Continue partnerships with Heartland Counseling, WSC, and PMC to support programming and specialized learning needs. Administrative Team will conduct annual reviews and assessments of all staff to ensure support for students in all grades.</i>			
	Target Date	Priority	Responsible				
	Annual and On-going	Priority #3	Administrators, Counselors				



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.</i>							
PERFORMANCE INDICATOR	2.3(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement for every student, building or learning level, and educator.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	MTSS District Team will review the WCS Instructional Model and Behavior Expectations annually at the fall meeting. Principals will review Instructional Model and Behavior Expectations with staff annually at the fall in-service, Principals will conduct the teacher appraisal process with fidelity annually.			
	Target Date	Priority	Responsible				
Annually	Priority #3	Principals, MTSS District Team					



Priority 1		WCS Guiding Principle II: District Resources		AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.							
PERFORMANCE INDICATOR	2.3(d) Promote an atmosphere of mutual trust through regular collaboration and feedback from peers and administrators.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	Administrators and MTSS District Team will develop the MTSS process and introduce to staff by fall, 2022. Monthly meetings of the MTSS District, Building, and Collaborative Teams will occur during the Wednesday In-service schedule.			
	Target Date	Priority	Responsible				
Fall 2022/Annually	Priority #3	MTSS District Team					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
<i>Strategy 2.3: Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.</i>							
PERFORMANCE INDICATOR	2.3(e) Ensure the capacity, infrastructure, staffing, and equipment to meet the academic and administrative needs for effective and efficient operations across the district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Building level	<i>Building level administrators will ensure capacity by utilizing effective hiring practices, effective budgeting principles, and annual purchase orders to ensure effective and efficient building operations.</i>			
	Target Date	Priority	Responsible				
Annual	Priority #3	Principals					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy2.3: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.3: <i>Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.</i>							
PERFORMANCE INDICATOR	2.3(f) Evaluate the effectiveness of the alignment of resources to support learning environments, quality of educators, and student successes.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Building and District	Utilize annual perceptual surveys of students, parents, and staff to evaluate the effectiveness of school and district programming.			
	Target Date	Priority	Responsible				
	Annually in fall	Priority #3	Administrators				



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.							
PERFORMANCE INDICATOR	2.4(a) Ensure that resources and programs are available that proactively address individual student academic, social-emotional, and mental health well-being.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	WCS will seek an additional Counselor from Heartland to serve students in the areas of SEL. The counselors and district SEL team will monitor data, and present to the school board in June 2023.			
	Target Date	Priority	Responsible				
	2022-23 school year	Priority #4	Superintendent, Principals,				



Priority 1	WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.4: <i>Align district resources to support a quality education system and high-level learning environment.</i>							
PERFORMANCE INDICATOR	2.4(b) Provide appropriate and sufficient resources to accomplish the mission of the WCS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District Wide	<i>The administrative will bring forward new initiatives and staffing needs to the board through the Agenda Item Management (AIM) process for review and approval.</i>			
	Target Date	Priority	Responsible				
On-going	Priority #4	Administrative Team and School Board					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.							
PERFORMANCE INDICATOR	2.4(c) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District Wide	The WCS MTSS process will schedule meetings during the 2:00 in-service Wednesdays to allow decision making to occur at the district building and PLC levels using data.			
	Target Date	Priority	Responsible				
Annual during Weds. In-service	Priority #4	All staff					



Priority 1		WCS Guiding Principle II: District Resources			AQuESTT Tenets Aligning to Strategy 2.4: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance & Leadership, Teaching & Learning, Documenting & Using Results, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: To sustain effective and efficient use of resources focused on continuous improvement, expansion and support of student learning, safe and effective learning facilities, and highly effective staff to support our students.							
Strategy 2.4: Align district resources to support a quality education system and high-level learning environment.							
PERFORMANCE INDICATOR	2.4(d) Evaluate the effectiveness of the alignment of resources to support learning environments and student successes.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District Wide	The MTSS Leadership team will conduct semi-annual reviews of the MTSS process to evaluate the learning environment, student achievement, and success of the MTSS process.			
	Target Date	Priority	Responsible				
Semi- Annual	Priority #4	MTSS Leadership Team					



Strategic Leadership Accountability					
GUIDING PRINCIPLE II: District Resources	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
2.1 Creation of a comprehensive facilities plan to address both short term and long-term goals including, but not limited to, new construction, renovation, and maintenance of facilities, and acquiring property to meet the future needs of the district.	0		0		
2.2 Build district resource capabilities of internal and external opportunities to grow diverse district offerings such as partnerships, necessary staffing levels, space allocation, resource expenditures, etc.	0		0		



2.3 Provide the structure and staffing in each school that ensures that every student is personally connected to the school community and supports the development of students’ academic, social-emotional, and mental health well-being.	0		0		0	
2.4 Align district resources to support a quality education system and high-level learning environment.	0		0		0	



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.								
Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.								
PERFORMANCE INDICATOR	3.1(a) Engage parents as partners to create a shared ownership of established and emerging cultures to enhance learning of students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.				
	Target Date	Priority	Responsible					
	Priority #1							



Priority 4		WCS Guiding Principle III: Engagement and Inclusion			AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.							
PERFORMANCE INDICATOR	3.1(b) Consider methods of improving Parent-Teacher Conference format, teacher communication with parents/guardians, and expectations of the conference.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #1					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.							
PERFORMANCE INDICATOR	3.1(c) Expand learning opportunities for parents to increase their capacity to support their students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #1					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
<i>Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.</i>							
PERFORMANCE INDICATOR	3.1(d) Identify and pursue opportunities to engage our WCS community.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>What will you do to accomplish the Indicator?</i> <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #1						



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.1: Leadership, Positive Partnerships, Relationships, & Success, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.1: Build a strong culture of student, staff, family, and community engagement to overcome barriers.							
PERFORMANCE INDICATOR	3.1(e) Evaluate the efforts and implementation of engagement of all stakeholders on a regular/annual basis.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #1					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion			AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.							
PERFORMANCE INDICATOR	3.2(a) Identify and implement the most effective methods by which to engage parents/guardians in the education of their child.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 4		WCS Guiding Principle III: Engagement and Inclusion			AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.							
PERFORMANCE INDICATOR	3.2(b) Provide opportunities for parents/guardians to access strategies and resources available to engage their child in learning outside of the classroom.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 4		WCS Guiding Principle III: Engagement and Inclusion			AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.							
PERFORMANCE INDICATOR	3.2(c) Increase community connections and relationships that positively contribute to the academic and social success of students.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.							
PERFORMANCE INDICATOR	3.2(d) Increase district outreach efforts with community organization, business partners, and other external stakeholders to keep stakeholders informed of the programs, services, and news of district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #2					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion			AQuESTT Tenets Aligning to Strategy 3.2: Leadership, Positive Partnerships, Relationships, & Success, Educator Effectiveness, Student Achievement & Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Teaching & Learning, Resource & Support Systems, Stakeholders Communication & Relationships, Commitment to Continuous Improvement		
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.2: Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.							
PERFORMANCE INDICATOR	3.2(e) Evaluate the effectiveness of enhanced opportunities to build relationships with parents/guardians and community members.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.							
PERFORMANCE INDICATOR	3.3(a) Expand opportunities for active parent/guardian participation and direct communication between parent/guardians with staff.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #3					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.							
PERFORMANCE INDICATOR	3.3(b) Support proactive and transparent communication with all stakeholders to foster trust and increase collaboration.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #3					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement			
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.							
Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.							
PERFORMANCE INDICATOR	3.3(c) Provide a translator at school events to support families who first language is not English.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #3					



Priority 4		WCS Guiding Principle III: Engagement and Inclusion		AQuESTT Tenets Aligning to Strategy 3.3: Leadership, Positive Partnerships, Relationships COGNIA: Leadership Capacity Domain Nebraska Framework: Vision & Purpose, Governance & Leadership, Stakeholders Communication & Relationships, Commitment to Continuous Improvement				
Objective: Establish relationships to grow and sustain long-term improvements through positive connections with and among the students, all staff, and community stakeholders.								
Strategy 3.3: Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.								
PERFORMANCE INDICATOR	3.3(d)Evaluate the effectiveness of enhanced communications with parents/guardians.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.				
	Target Date	Priority						Responsible
		Priority #3						



Strategic Leadership Accountability					
GUIDING PRINCIPLE III: Engagement and Inclusion	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
3.1 Build a strong culture of student, staff, family, and community engagement to overcome barriers.	0		0		
3.2 Foster a positive working partnership with parents/guardians and community members to improve and sustain effective purposeful, and meaningful relationships.	0		0		
3.3 Provide people with the opportunity to voice their concerns in a way that is just, civil, and fair, and builds trust between the schools and the community.	0		0		



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being		AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
<i>Strategy 4.1: Improve the school district climate and learning environment through consistent behavior expectations and character traits, to support improved student behavior and increased social-emotional skills.</i>							
PERFORMANCE INDICATOR	4.1(a) Create and commit to consistent expectations for staff and students to hold everyone equally accountable.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	Through the District MTSS process, align pK-12 behavior expectations in a developmentally appropriate manner.			
	Target Date	Priority	Responsible				
	May, 2023	Priority #2	Administrative Team and teaching staff				



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.1: <i>Improve the school district climate and learning environment through implementing consistent behavior expectations to support improved student behavior and increased social-emotional skills.</i>							
PERFORMANCE INDICATOR	4.1(b) Implement WCS Behavior Expectation model and character education traits throughout the district.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			District	Through the district MTSS process, analyze data from walkthrough observations, class removals and ISS/OSS to improve school district climate and learning environment.			
	Target Date	Priority	Responsible				
	May, 2023	Priority #2	Administrative team and teaching staff				



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being		AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.							
PERFORMANCE INDICATOR	4.1(c) Engage appropriate staff for guidance and support when addressing issues that impact classroom instruction, curriculum, professional development, and/or matters that will add value to their role and responsibilities.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Utilizing the new MTSS systematic district process, all staff will participate in PLCs to improve Tier 1 classroom instruction, curriculum and professional development.			
	Target Date	Priority	Responsible				
May of 2024	Priority #2	MTSS Leadership team					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being		AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
<i>Strategy 4.1: Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.</i>							
PERFORMANCE INDICATOR	4.1(d) Provide district guidance and resources for staff involved in the district initiatives for social-emotional learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Compile SEBL staff and student data to provide appropriate resources as determined by the district and building level leadership teams.			
	Target Date	Priority	Responsible				
May 2024	Priority #2	Building and District level MTSS teams					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.1: Leadership; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.1: <i>Improve the school district climate and learning environment through implementing positive behavior models to support improved student behavior and increased social-emotional skills.</i>							
PERFORMANCE INDICATOR	4.1(e) Evaluate the progress realized through purposeful measures implemented to address social-emotional, mental health well-being of students and staff.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>Analyze SEBL screener data through PLCs to determine progress of SEBL services.</i>			
	Target Date	Priority	Responsible				
	May 2024	Priority #2	Counselors and School Psychologist				



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being		AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.							
PERFORMANCE INDICATOR	4.2(a) Develop student outcome goals and competencies to support social-emotional learning for the purpose of enhancing student decision-making skills, responsible behavior, and a student’s independent role personally, at school, and as a community member.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Continue district wide IMPACT and ADVISORY programs, along with counselors in the classroom, and PreK home visits. Maintain and expand upon partnership with Heartland counseling. To measure progress the district will conduct annual climate surveys of students and staff.			
	Target Date	Priority	Responsible				
	May 2024	Priority #3	Administrative team/MTSS District				



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.							
PERFORMANCE INDICATOR	4.2(b) Provide students with opportunities to develop their own capacity to make choices, set individual goals, monitor their progress, and reflect upon their learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Students will continue to utilize MAP data to set individual learning goals and monitor their progress			
	Target Date	Priority	Responsible				
Annual and Ongoing	Priority #3	Teaching Staff					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being		AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement			
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.							
PERFORMANCE INDICATOR	4.2(c) Create a system to support and equip staff with tools and techniques to address social-emotional skills and behavior.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Semiannually, the district will bring in outside resources to provide staff with practical tools and techniques to address SEBL.			
	Target Date	Priority	Responsible				
May 2024	Priority #3	Administration					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.							
PERFORMANCE INDICATOR	4.2(d) Provide consistent and on-going professional development to all staff to effectively implement social-emotional learning district-wide.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Scheduled PLC time will focus on SEBL.			
	Target Date	Priority	Responsible				
May 2024	Priority #3	Administrative team					



Priority 2	WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.2: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Educational Opportunities and Access COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
	Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.						
Strategy 4.2 Ensure all students learn in a supportive, safe, and nurturing environment.							
PERFORMANCE INDICATOR	4.2(e) Evaluate the progress realized through purposeful measures implemented to address the environment.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				The district leadership team will meet annually to review MTSS district level goals and data.			
	Target Date	Priority	Responsible				
May 2023	Priority #3	District MTSS Team					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.3: <i>Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.</i>							
PERFORMANCE INDICATOR	4.3(a) Develop a district-wide team with defined roles that will research strategies, monitor, and evaluate the effectiveness of the MTSS model,		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>Consult with NeMTSS and ESU 1 staff to develop a district wide MTSS team.</i>	The district committed IDEA-CCEIS funds to support the development of the MTSS model through a 3 day retreat with the MTSS District level and Building level teams.		
	Target Date	Priority	Responsible				
May 2022	Priority #1	Administrative team					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students.							
PERFORMANCE INDICATOR	4.3(b) Develop a common understanding across the district of MTSS through targeted professional development.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Professional development will be provided at the beginning of the school year. Calendar for professional development will be shared with all staff			
	Target Date	Priority	Responsible				
August 2022	Priority #1	Administrative team					



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
<i>Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.</i>							
PERFORMANCE INDICATOR	4.3(c) Develop a consistent process across all buildings for implementation of MTSS.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible				
	August 2022	Priority #1	Administrative team				



Priority 2		WCS Guiding Principle IV: Student and Staff Well-Being			AQuESTT Tenets Aligning to Strategy 4.3: Leadership; Educator Effectiveness; Positive Partnerships, Relationships, and Success; Student Achievement and Growth; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Teaching and Learning; Resource and Support Systems; Stakeholder Communication and Relationships; Commitment to Continuous Improvement		
Objective: Ensure the learning environment and social-emotional, mental health supports are implemented and accessible for the health, safety, and well-being of students and staff to attain the best physical and emotional health possible.							
<i>Strategy 4.3: Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.</i>							
PERFORMANCE INDICATOR	4.3(d) Intentionally communicate our MTTS model and additional academic, social-emotional, and behavioral supports with WCS families and our community.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Board meetings, District newsletters, building communications, district website, parent nights, stakeholder groups. Create elevator speech.			
	Target Date	Priority	Responsible				
Annual and Ongoing	Priority #1	Administrative team/School Board					



Strategic Leadership Accountability												
GUIDING PRINCIPLE IV: Student and Staff Well-Being		(5) Accomplished This strategy has been realized and is sustainable.			(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.			
STRATEGY		End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)				
4.1 <i>Improve the school district climate and learning environment through implementing consistent behavior expectations to support improved student behavior and increased social-emotional skills.</i>		0				0				0		
4.2 Ensure all students learn in a supportive, safe, and nurturing environment.		0				0				0		
PERFORMANCE						<i>Indicator? Be specific, measurable, achievable, realistic, and time bound.</i>						
	Target Date		Priority		Responsible							
	Annual and Ongoing		Priority #1		Leadership team							



4.3 Implement the Multi-Tiered System of Supports (MTSS) model with fidelity throughout the entire district to accelerate academic, career, and social-emotional/behavioral instruction and intervention to prepare and empower students with emphasis at the secondary level.	0		0		0	



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.							
PERFORMANCE INDICATOR	5.1(a) Build relationships and engagement between staff and administrators in ongoing conversations to determine how the district can best support long-term improvements of academic achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #1					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.							
PERFORMANCE INDICATOR	5.1(b) Work collaboratively to identify areas of growth in the professional development topics and presentations that administration can provide for staff to improve student achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #1					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.							
PERFORMANCE INDICATOR	5.1(c) Allow and encourage staff regular and safe opportunities to work collaboratively and to provide feedback for growing and improving student achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
		Target Date	Priority	Responsible			
		Priority #1					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.							
PERFORMANCE INDICATOR	5.1(d) Engage staff and administration to assess personal development progress, impact, and benefits to WCS initiatives, instruction, and personal development.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #1						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.1: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.1: Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.							
PERFORMANCE INDICATOR	5.1(e) Evaluate the effectiveness of cooperative efforts to improve and grow staff relations district-wide to increase positive working relationships, the climate, and student learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #1						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.							
PERFORMANCE INDICATOR	5.2(a) Explore opportunities and successful communication processes that enable staff to build and foster relationships with administrators and colleagues that provide a source of consistency built upon mutual respect and trust.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? <i>Be specific, measurable, achievable, realistic, and time bound.</i>			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.							
PERFORMANCE INDICATOR	5.2(b) Provide a structured PLC process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement				
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.								
Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.								
PERFORMANCE INDICATOR	5.2(c) Explore options to provide feedback for student growth and increased achievement.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.					
	Target Date	Priority	Responsible					
	Priority #2							



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.							
PERFORMANCE INDICATOR	5.2(d) Develop the capacity of staff to effectively use purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #2					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.2: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness, Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Commitment to Continuous Improvement			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.2: Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.							
PERFORMANCE INDICATOR	5.2(e) Evaluate the effectiveness of the professional collaboration opportunities impact student instruction and learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #2						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(a) Allocate time and resources to ensure curriculum is vertically and horizontally aligned and staff is equipped with scope and sequence pacing guides.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.				
	Target Date	Priority	Responsible				
	Priority #3						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(b) Develop the capacity of staff to effectively utilize purposeful data to guide instruction, revise school strategies and interventions, assess program effectiveness, and prioritize learning needs.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #3					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(c) Develop a common understanding across the district of MTSS through targeted professional development.		Program, Level, or Bldg.	Action Plan <i>What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.</i>	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
	Target Date	Priority	Responsible				
	Priority #3						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(d) Provide SPED/504 training, resources, and support to ensure all students are receiving appropriate, high-quality accommodations.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
		Priority #3					



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(e) Provide EL training, resources, and support to ensure all students are engaged to improve student learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #3						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(f) Provide training and resources needed to equip staff for social-emotional learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #3						



Priority 5		WCS Guiding Principle V: Personnel Effectiveness		AQuESTT Tenets Aligning to Strategy 5.3: Leadership; Positive Partnerships, Relationships, and Success; Educator Effectiveness; Student Achievement and Growth COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership; Teaching and Learning; Documenting and Using Results; Resource and Support Systems; Commitment to Continuous Improvement School Improvement Goals: Develop a comprehensive professional development plan that is relevant, job-embedded, and focused on engagement and equality for all students.			
Objective: To ensure the district provides educational leadership and highly effective staff to support our students in academically, personally, and in their individual social growth.							
Strategy 5.3: Provide meaningful professional development and training for staff to improve student learning and teacher success.							
PERFORMANCE INDICATOR	5.3(g) Evaluate the effectiveness of professional development to improve student learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				What will you do to accomplish the Indicator? Be specific, measurable, achievable, realistic, and time bound.			
	Target Date	Priority	Responsible				
	Priority #3						

GUIDING PRINCIPLE V: Personnel Effectiveness	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.		(1) Developing This strategy has not been initiated.		(0) Unmet This strategy has not been addressed.	
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)			
5.1 Identify and implement a plan for administration and staff members to work cooperatively, to build trust, collaboration, cohesion, and the capacity to establish relationships to sustain long-term improvements while working together to improve student achievement.	0		0		0			
5.2 Develop and encourage a culture of professional collaboration of shared responsibilities for improving the quality of instruction for all students.	0		0		0			
5.3 Provide meaningful professional development and training for staff to improve student learning and teacher success.	0		0		0			





Priority 6		WCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership			
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(a) Include stakeholders and the community in the development and revisions of the district’s mission, vision, and goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Began the strategic planning process in Fall of 2021. Organized community group input and formed a Strategic Oversight Committee. This group along with Board revised the district’s mission, vision and goals. This will be analyzed yearly at the summer retreat.	Funding – budgeted for hiring of the Nebraska School Boards Association for coordination. Accomplished in early 2022.		
	Target Date	Priority	Responsible				
	12/2021	Priority #3	Superintendent Board				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(b) Align the mission and vision to drive planning, decision-making, and evaluation of district operations and progress.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>Began the strategic planning process that included stakeholders of the district. Our vision, mission statements were revised. The strategic planning developed from these. Our mission and vision will be clearly visible in the school, on our website and agendas</i>	Hired the NASB to facilitate the strategic planning process. Utilize Sparq agenda/meetings so our strategic plan should be implemented into our meeting planning.		
	Target Date	Priority	Responsible				
On-going	Priority #3	Superintendent Board					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(c) Review and assess progress-success of the strategic plan and the impact to progress and growth of student learning.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Testing scores for the district will be presented at the June or July meeting (depending on their availability. Discussion of any adaptations that need to take place. Evaluate if our strategic plan is on track or needs revision to improve student learning.			
	Target Date	Priority	Responsible				
	June, 2022 & Annually	Priority #3	Superintendent Assessment Coord.				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership			
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.								
Strategy 6.1: Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.								
PERFORMANCE INDICATOR	6.1(d) Align board agenda, discussion, and action items to the strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
				<i>Monthly agenda planning will identify if the agenda item is needed for the strategic plan and what each item is to accomplish for it to be included on the agenda.</i>	We utilize Sparq meetings/agendas. The strategic plan should be added to this and allow us to continually monitor our progress.			
	Target Date	Priority	Responsible					
	Monthly	Priority #3	Supt. Bd Pres. And Vice Pres.					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(e) Continually monitor the district plan and progress of goals and outcomes and hold superintendent accountable to carrying out the strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>The Superintendent will present strategic plan accomplishments at each board meeting under the Superintendent’s report. The superintendent’s evaluation will be focused on the advancement of the strategic plan. NASB has been contacted about updating the evaluation process.</i>			
	Target Date	Priority	Responsible				
	October Annually	Priority #3	Superintendent and Board				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.1: Leadership COGNIA: Leadership Capacity Domain Nebraska Framework: Vision and Purpose; Governance and Leadership		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.1: Annually review the district’s vision and mission statements, review, and asses the progress-success of the district strategic plan.							
PERFORMANCE INDICATOR	6.1(f) Consistently complete a board self-assessment to measure progress and success of the board standards and governance.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
			Board	The Board will complete an annual evaluation of the Board’s work at or before the summer retreat.	The board completed an evaluation as part of the strategic planning process.		
	Target Date	Priority	Responsible				
June Annually	Priority #3	Board					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(a) Adopt a fiscally responsible annual budget that is aligned with the district’s mission, vision, and goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Budget will be completed for the Budget Hearing and Tax Request hearing in September. Work on the completion of the budget will begin in March of each year. The budget will be aligned with the strategic plans of the district. General fund will retain 2-3 months of expenditures in reserves Building fund will show a minimum balance of \$250,000 in September of each budget year.			
	Target Date	Priority	Responsible				
	September Annually	Priority #1	Superintendent/Finance committee/Board				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(b) Consider a budget that is aligned to the priorities within the strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Identify what resources are needed to accomplish the strategic plan and build the budget accordingly. Strategic plan is evaluated ongoingly, but the summer retreat should identify priorities for the year and they will be included in the budget that is being worked on at that time.			
	Target Date	Priority	Responsible				
	Annual and On-going	Priority #1	Superintendent, Finance Committee and Board				



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(c) Ensure monthly budget reports including comparison data to monitor budget management and expenditures.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>The Board is presented with monthly general fund cash in/out, cash summary of all accounts and rollup report. These reports allow the Board to monitor actual spending versus the budget.</i>			
	Target Date	Priority	Responsible				
Monthly	Priority #1	Supt. And Business Manager					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(d) Ensure the superintendent’s financial recommendations align with the district’s mission and goals and allocate budget resources accordingly.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				The Board will meet at the summer retreat to evaluate progress on strategic plan and to prioritize for the coming year. The budget will then include the prioritized needs. The finance committee will oversee the process with the Board’s approval. Advancement/funding of the strategic plan will be evaluated in the superintendent’s annual evaluation.			
	Target Date	Priority	Responsible				
June-Sept. Annually	Priority #1	Finance committee and Board					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(e) Review and adopt a master facility plan to support a safe and effective learning environment districtwide.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				A master facility plan will be completed with the assistance of CWP. This will evaluate needed additions or renovations.	The process has resumed with the community group being organized and prioritization beginning. The CM@R process has started. The initial fees for the CWP have been budgeted for.		
	Target Date	Priority	Responsible				
Nov. 2022	Priority #1	Director of Maintenance, Facility Committee, Superintendent					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.2: Leadership; Educational Opportunities and Access; Postsecondary, Career, and Civic Readiness COGNIA: Leadership Capacity Domain; Learning Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Resource and Support Systems; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.2: Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.							
PERFORMANCE INDICATOR	6.2(f) Authorize an annual audit of all of the district’s financial records.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>An annual audit will be completed each year and presented to the Board at the December meeting.</i>			
	Target Date	Priority	Responsible				
Dec. Annually	Priority #1	Supt. Business Manager					



Priority 6		WCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement				
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.								
Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.								
PERFORMANCE INDICATOR	6.3(a) Continue to engage the community to build understanding and support for public education, the school district, and district initiatives and goals.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25	
			District and Community	Continue to interact with stakeholder groups. Including but not limited to parents, WSC, NECC, Alumni, Wayne Area Economic Development, local businesses, ag community, early childhood organization, district residents. School Board Honor coffee, administrator with each booster organization, utilize the Foundation, district representatives will attend community organization gatherings, involvement with other community boards, pursue relationships with WSC, NECC. Utilize radio, newspaper, school website, social media and online school board meeting access.				
	Target Date	Priority						Responsible
	Annual and On-going	Priority #2						Administrators, Foundation Director, Board members, staff/Communications comm.



Priority 6		WCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement			
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
<i>Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.</i>							
PERFORMANCE INDICATOR	6.3(b) Continue to seek input from internal and external stakeholders (i.e., administrators, certified and classified staff, parents, students, community members, and business leaders) and update all stakeholders on the progress-success of the 2022-2027 strategic plan.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				<i>Continued involvement of the community members in the facility study and utilize them as advocates in the community. Reengage the SOC committee yearly for updates. Post strategic plan overview on school’s website. Continue monthly updates on the radio and monthly newsletters.</i>			
	Target Date	Priority	Responsible				
	Annual and On-Going	Priority #2	Supt. Board Admin				



Priority 6		WCS Guiding Principle VI: Board Governance		AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement			
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.							
PERFORMANCE INDICATOR	6.3(c) Maintain a cohesive communications plan to inform and educate the community on district issues.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				Host semi-annual brown bag lunch community meetings to inform patrons and solicit feedback. Update and maintain District Goal Three from the prior Strategic Plan			
	Target Date	Priority	Responsible				
Annually	Priority #2	Board Communication committee/Supt.					



Priority 6		WCS Guiding Principle VI: Board Governance			AQuESTT Tenets Aligning to Strategy 6.3: Leadership; Positive Partnerships, Relationships, and Success COGNIA: Leadership Capacity Domain; Resource Capacity Domain Nebraska Framework: Governance and Leadership; Stakeholder Communications and Relationships; Commitment to Continuous Improvement		
Objective: To ensure the mission and vision of Wayne Community Schools aligns to the goals, community expectations, and outcomes utilized to measure improved learning for all students.							
Strategy 6.3: Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district's image, build positive working relationships and sustain long-term partnerships that will serve the best interest of education.							
PERFORMANCE INDICATOR	6.3(d) Ensure that a district report is provided to patrons annually.		Program, Level, or Bldg.	Action Plan	Funding/Evidence of Progress 2022-23	Funding/Evidence of Progress 2023-24	Funding/Evidence of Progress 2024-25
				The annual district report is posted on the school's website and published in the Shopper which is delivered to all households within the District yearly			
	Target Date	Priority	Responsible				
	May Annually	Priority #2	Superintendent Secretary				



Strategic Leadership Accountability					
GUIDING PRINCIPLE VI: Board Governance	(5) Accomplished This strategy has been realized and is sustainable.		(3) Progressing Some measurable progress has been made, but this strategy has not been fully realized.	(1) Developing This strategy has not been initiated.	(0) Unmet This strategy has not been addressed.
STRATEGY	End of Year 1: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 2: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)		End of Year 3: Evidence of Progress (embed hyperlinks to data, documents, presentations, reports, etc.)
6.1 Annually review the district’s vision and mission statements, review and asses the progress-success of the district strategic plan.	0		0		
6.2 Align and manage district resources in a responsible manner to meet goals and to promote growth of student achievement.	0		0		



6.3 Establish effective communication with stakeholders through actively engaging parents, students, staff, and community members with the intent to promote the district’s image, build positive working relationships and sustain long-term partnerships that will serve education.	0		0		0	



NASB Strategic Planning Service

Next Steps: *Following the presentation of the District Needs Analysis and Strategic Plan Framework, the board may expect that:*

***District Administration/Board Responsibilities**

***NASB Board Leadership Responsibilities**

- 1) Association staff (Kari Stephens) will embed the final Strategic Plan into the working template along with the administrative Prioritization results and forward for board approval.

2) **Board will take action in a regular board meeting to adopt the District Strategic Plan. [Timeline: Next Regular Board Meeting]**

3) **Board and Administration will re-engage SOC and present the adopted plan.**

4) **Administration will assign Priorities to the responsible administrator/building/districtwide.**

5) **Administration or Association** will embed the strategic plan goals into SPARQ Meetings and the Board’s Annual Board Calendar.

6) Association staff (Kari Stephens) will forward the Strategic Implementation Team (SIT) criteria.

7) Association staff (Marcia and/or Kari) will conduct a conference call with the Superintendent and Board President to review the progress analysis process and Strategic Implementation Team (SIT) criteria.

8) **Board and Administration will align board agenda to monitor and assess monthly progress-success of the Strategic Plan.**

9) Association staff will administer a Progress Analysis Survey to administrators at the end of the first, second, and third year of the strategic plan work. A report will be presented to the board following each Progress Analysis.

10) Association staff at the end of year three, four, or five, will administer a comprehensive Progress Analysis and initiate the engagement of stakeholders for the purpose of updating the strategic plan (Phase II).

Questions, please contact Marcia Herring or Kari Stephens at NASB 1.800.422.4572 or via cell phone.



Student Services Report

9.19.22

SPED

- NASES Fall Conference was September 1st and 2nd in York
- NASES/NDE Liaison meeting was held September 9th
- Final Financials have been started. Due on October 15th.

Assessment

- WCS will not participate in the voluntary NSCAS testing in the fall or Winter.
- MAP testing window is currently open.

EL

- ELPA screeners for newly arrived students have been completed throughout the district.

ELC

- The ESU was able to obtain a grant to hire a Birth-8 learning specialist.
- The Birth to 2 Coordinator and I are meeting with Faith Regional Family Practice in Wayne on Monday, Sept 12th. We will be discussing services available to families and children through the school district as well as the referral process. This is a part of our required child find activities.
- Early Childhood final grant submission was completed

Other

- NDE HAL Pilot work session was August 10th. Fifth grade teachers and MTSS District Leadership team members attended.
- Thank you to the Legacy Fund for the \$1500 donation to the Kindness Fund. This money was donated to cover out of pocket expenses families might incur accessing mental health services through Heartland Counseling.
- HAL Report for 2021-22 and 2022-23 budget was completed