

December Board of Education Regular Meeting  
Monday, December 13, 2021 7:00 PM  
Shelby-Rising City School Room 402  
650 N. Walnut  
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Recognition of Visitors  
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board then allow for Public Comments. Each speaker will be limited to 5 minutes and all of the Public Comment time will be limited to 30 minutes. An exception will be made for those speakers appearing on the Agenda as presenters.
  - 4.1. Visitor #1: Unified Bowling
  - 4.2. Visitor #2: FBLA
5. Consent Agenda
  - 5.1. Minutes
  - 5.2. Treasurers Report
6. Administrative Reports
  - 6.1. Athletic Director/Activities Director Report
  - 6.2. Elementary Principals Report
  - 6.3. Secondary Principals Report
  - 6.4. Superintendents Report

<https://www.smores.com/aghsv>
7. District Reports
  - 7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. Discussion Items

8.1. Discussion Item #1: NDE AQUESTT Classification & DAC for the 2020-2021 school year.

8.2. Discussion Item #2: CRC Averages for pay (paras, subs, etc.)

8.3. Discussion Item #3: Notification of the County Clerk/Election Commissioner of seats open for the upcoming election.

8.4. Discussion Item #4: Discussion of our options when it comes to purchasing the 2022 Thomas Saf-T-Liner C2 or waiting for another option in 11 months. If this is the route we want to go, this can be moved to an action item for approval of the purchase.

8.5. Discussion Item #5: Snow Plow purchase (can go to action item if needed)

9. Action Items

9.1. Action Item #1: Approval of a new server for our school that is necessary for EduRoam which is detailed within the discussion portion.

9.2. Action Item #2: Approval of the new NDE ELA standards for the 2022-2023 school year

9.3. Action Item #3: Approval of the 2022-2023 Negotiated Agreement

9.4. Action Item #4: Approval of Calendar Changes

- (December 20th & 21st = Teacher Workdays with no students)
- (March 22nd NOT April 12th is ACT day with NO elementary)

9.5.

9.6. Action Item #5: Approval of Mechanical Sales, Inc. Preventative Maintenance Agreement

9.7. Action Item #6: Approval of possible future curriculums for the 2022-2023 school year

9.8. Action Item #7: Approval of Purchase of UTV (Gator)

9.9. Action Item #8: Approval of the Superintendent Evaluation #1 for the first semester

10. Set Dates

11. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

12. Adjournment

# Board of Education Regular Meeting

Monday, November 15, 2021 7:00 PM

Shelby-Rising City School Room 402, 650 N. Walnut, Shelby, NE 68662-0218

1. **Call to Order** **Speaker(s):** Board President

2. **Pledge of Allegiance**

3. **Announce Open Meeting Act Posting and Location** **Speaker(s):** Board President

4. **Recognition of Visitors**

1. Visitor(s) #1: FFA members and sponsor Mrs. Segner

2. Visitor(s) #2: Mrs. Wilton and her One-Act crew to promote the new season and also the future of MS Speech.

5. **Approval of Agenda**

**Action(s):**

Motion to approve agenda as presented Passed with a motion by Jeff Kuhnel and a second by Chris Whitmore.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

6. **Consent Agenda**

**Action(s):**

Motion to approve Consent Agenda Passed with a motion by Kasey Hopwood and a second by Heath Vrbka.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

1. Minutes

2. Treasurers Report

**7. Administrative Reports**

1. Athletic Director/Activities Director Report

2. Elementary Principals Report

3. Secondary Principals Report

4. Superintendents Report

**8. District Reports**

1. Technology Report

2. Maintenance/Facilities/Transportation Report

3. Board/Committee Report

**9. Discussion Items**

1. Discussion Item #1: Lease vs. Buy when it comes to Skidsteer. When discussed, we can move to an action item for approval.

**Action(s):**

Approve the purchase of a 2018 John Deer Skid Steer for \$43,000. Passed with a motion by Geoffrey Ruth and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

2. Discussion Item #2: Lease or buy a separate UTV later in the year (around 3k) for lease.

3. Discussion Item #3: Audit report for the 2020-2021 school year

4. Discussion Item #4: Math Curriculum for K-5

5. Discussion Item #5: Halo Devices

6. Discussion Item #6: 2022-2023 Negotiated Agreement (can become official in December)

**10. Action Items**

1. Action Item #1: Voting on continuing our co-op opportunity with Oseloa for our JH Football program.

**Action(s) :**

To approve the JH Football Co-op for two years with Osceola. Passed with a motion by Chris Whitmore and a second by Geoffrey Ruth.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

2. Action Item #2: Ordering of Shop and Ag lightning from Voss lighting

**Action(s) :**

To Purchase Shop and Ag LED lightning from Voss lighting in the amount of \$9,274.90. Passed with a motion by Kasey Hopwood and a second by Jeff Kuhnel.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

3. Action Item #3: Approval of Middle School Speech

**Action(s) :**

To approve the addition of Middle School Speech. Passed with a motion by Kasey Hopwood and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

4. Action Item #5: Surplusing of Single Axle Trailer

**Action(s):**

To surplus the Single Axle Trailer. Passed with a motion by Jeff Kuhnel and a second by Heath Vrbka.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

11. **Set Dates**

12. **Executive Session**

**Action(s):**

To enter executive session to protect the reputation of a district employee at 8:51pm. Passed with a motion by Geoffrey Ruth and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

Motion to exist executive session at 9:19pm Passed with a motion by Geoffrey Ruth and a second by Jackie Sliva.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

13. **Adjournment**

**Speaker(s):** Board

**Action(s) :**

President

Motion to adjourn Passed with a motion by  
Geoffrey Ruth and a second by Kasey Hopwood.

**Voting Detail:**

Kasey Hopwood: Yea

Jeff Kuhnel: Yea

Geoffrey Ruth: Yea

Jackie Sliva: Yea

Heath Vrbka: Yea

Chris  
Whitmore: Yea

**Voting Summary:** Yea: 6, Nay: 0

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Board Secretary

**Board of Education**

**Shelby-Rising City Public Schools**

**Regular Meeting**

**December 13, 2021**

**7:00 PM**

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
Checking	1	Fund: 01 GENERAL FUND
39616	ALFRED BENESCH & COMPANY	850.00
39617	AMAZON	1,002.43
39618	AMPLIFY EDUCATION, INC.	750.00
39619	APPTEGY, INC.	4,330.00
39620	BLACK HILLS ENERGY	842.37
39621	BUTLER COUNTY WELDING	33.70
39622	CENTRAL COMMUNITY COLLEGE	81.00
39623	CENTRAL NEBRASKA REHABILITATION SERVICES	4,839.76
39624	COMPUTER HARDWARE	776.00
39625	CUBBYS CORPORATE OFFICE	3,825.87
39626	CULLIGAN OF YORK	158.00
39627	DAVID CITY PUBLIC SCHOOL	4,499.51
39628	DIETZE MUSIC HOUSE	123.11
39629	E.S.U. #7	1,780.95
39630	EAKES OFFICE SOLUTIONS	2,339.59
39631	EDUCATIONAL SERVICE UNIT #7	798.47
39632	EGAN SUPPLY CO.	1,623.44
39633	EVANS, BRIAN	36.84
39634	FIRST NATIONAL CAPITAL MARKET, INC.	12,500.00
39635	GENERAL FUND-PETTY CASH	1,090.72
39636	HOMETOWN LEASING	740.63
39637	JACKSON SERVICES, INC	381.48
39638	JOSTENS	277.98
39639	KANSAS CITY AUDIO-VISUAL	48,991.70
39640	KSB SCHOOL LAW, PC, LLO	317.00
39641	LINGO	249.75
39642	MACKIN EDUCATIONAL RESOURCES	222.90
39643	MATHESON TRI-GAS INC.	787.92
39644	MCILNAY & COMPANY	789.05
39645	MENARDS	32.77

39646 MID-AMERICAN RESEARCH CHEMICAL	529.80
39647 MIDWEST ALARM SERVICES	128.49
39648 NAPA AUTO AND TRUCK PARTS	61.47
39649 NE SAFETY CENTER	200.00
39650 ORKIN PEST CONTROL	91.17
39651 PAY FLEX	100.00
39652 PEKNY & ASSOCIATES	8,477.50
39653 PINNACLE BANK	2,853.87
39654 PITNEY BOWES	210.96
39655 PITNEY BOWES	169.98
39656 POLK CO. RURAL PUBLIC POWER DISTRICT	7,975.78
39657 SFM	3,048.00
39658 SHELBY AUTO CLINIC	2,348.27
39659 SHELBY LUMBER CO.	230.44
39660 THOMPSON, HEATHER	42.87
39661 TRUCK CENTER COMPANIES	1,066.73
39662 VANCOUVER LAPTOP INC.	909.82
39663 VERIZON WIRELESS	360.36
39664 VIG SOLUTIONS	718.00
39665 VILLAGE OF SHELBY	1,158.40
39666 WILLIAM V. MACGILL & CO.	4,825.00
39667 WINDSTREAM NEBRASKA INC.	747.81

Invoice Total: \$131,327.66

Payroll: \$436,013.83

Total: \$567,341.49

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Batch Description: DECEMBER 2021 GENERAL FUND INVOICES  
Vendor ID: ALFRDBENES ALFRED BENESCH & COMPANY

Processing Month: 12/2021  
PO Number:  
Invoice Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
End of Fiscal Year Expense Invoices:  
Amount: 850.00

Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 2670 352 000 0000 0 000  
Detail Description  
3 YEAR AHERA INSPECTION  
Checking Account ID:  
Cost Center ID  
850.00  
Invoice Number: 195802  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full

Vendor ID: AMAZON  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 1100 610 001 0140 0 000  
01 2219 610 000 0000 0 000  
01 1100 610 000 0000 0 000  
01 1100 640 001 0100 0 000  
01 2220 610 000 0000 0 000  
01 2220 640 000 0000 0 000  
01 2230 650 000 0000 0 000  
Detail Description  
AMAZON  
MATH FLASH CARDS  
PENCILS & SCISSORS  
MICROPHONE CABLE  
THE SCARLET LETTER  
LIBRARY SUPPLIES  
LIBRARY BOOKS  
TECH SUPPLIES  
Checking Account ID:  
Cost Center ID  
63.85  
21.47  
31.50  
180.00  
84.28  
313.91  
307.42  
Invoice Number: 12921  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
1,002.43

Vendor ID: AMPLIFY  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 1100 643 000 0000 0 000  
Detail Description  
AMPLIFY SCIENCE  
Checking Account ID:  
Cost Center ID  
750.00  
Invoice Number: 112180  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
750.00

Vendor ID: APTEGY  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 6997 643 000 0000 0 000  
Detail Description  
THRILL SHARE CONTRACT  
Checking Account ID:  
Cost Center ID  
4,330.00  
Invoice Number: 06915  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
4,330.00

Vendor ID: BLACKHILLS  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 2610 621 000 0000 0 000  
Detail Description  
FUEL  
Checking Account ID:  
Cost Center ID  
842.37  
Invoice Number: 12921  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
842.37

Vendor ID: BUTLERWELD  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 1100 610 001 0180 0 000  
Detail Description  
PIPE COUPLER  
Checking Account ID:  
Cost Center ID  
33.70  
Invoice Number: 201355  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
33.70

Vendor ID: CENTRALCC  
Description:  
Sequence: 1  
Check Type:  
Chart of Account Number  
01 1100 610 001 0180 0 000  
Detail Description  
PIPE COUPLER  
Checking Account ID:  
Cost Center ID  
33.70  
Invoice Number: 001845443  
Due Date: 12/09/2021  
Due Date: 12/13/2021  
Status: A  
1099 Amount: 0.00  
Check Number:  
Detail Amount  
1099 Detail Amount  
Asset/Asset Tag  
N  
In Full  
Amount:  
81.00

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Sequence: 1 Check Type:  
Chart of Account Number  
01 2670 330 000 0000 0 000  
Detail Description  
HEARTSAVER CLASS FOR BUS DRIVERS

Checking Account ID:  
Cost Center ID 81.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
N

Vendor ID: CENTRAL  
CENTRAL NEBRASKA REHABILITATION SERVICES  
PO Number: 11970  
Invoice Number: 11970  
Amount: 4,839.76

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2173 340 000 0000 0 000  
01 2171 340 000 0000 0 000  
01 2141 340 000 0000 0 000  
Detail Description  
SPED PT 0-2  
SPED PT S.A.  
SPED PSYCH S.A.

Invoice Date: 12/09/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 4,839.76  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
92.83 N  
757.13 N  
3,989.80 N

Vendor ID: COMPUHARDW COMPUTER HARDWARE  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2230 432 000 0000 0 000  
Detail Description  
COMPUTER REPAIRS

PO Number: 5713399  
Invoice Number: 5713399  
Amount: 3,825.87  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
776.00 N

Vendor ID: CUBBYS CORP CUBBYS CORPORATE OFFICE  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1100 610 001 0135 0 000  
01 2410 890 002 0000 0 000  
01 2710 626 000 0000 0 000  
01 2712 626 000 0000 0 000  
01 1100 610 002 0070 0 000  
Detail Description  
FOOD SCIENCE SUPPLIES  
LUNCH WITH THE PRINCIPAL  
BUS & VAN FUEL  
SPED BUS & VAN FUEL  
K SUPPLIES

PO Number: 12921  
Invoice Number: 12921  
Amount: 158.00  
Invoice Date: 12/09/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
158.00 N

Vendor ID: CULLIGANYO CULLIGAN OF YORK  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2610 610 000 0000 0 000  
Detail Description  
WATER & RENTAL

PO Number: NOV 2021-2022  
Invoice Number: NOV 2021-2022  
Amount: 4,499.51  
Invoice Date: 12/09/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
4,499.51 N

Vendor ID: DAVIDC DAVID CITY PUBLIC SCHOOL  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1200 591 000 0000 0 000  
Detail Description  
CONTRACTED SPED SERVICES 1ST  
INSTALLMENT

PO Number: FB4010-0,4730,4954  
Invoice Number: FB4010-0,4730,4954  
Amount: 123.11  
Invoice Date: 12/09/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:

Vendor ID: DIETZE DIETZE MUSIC HOUSE  
Description:  
Sequence: 1 Check Type:



Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Vendor ID: EVANSBRIAN EVANS, BRIAN

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1100 610 000 0170 0 000

Checking Account ID:  
Detail Description  
REIM FOR STUDENT ACTIVITY SUPPLIES

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 36.84  
Invoice Number: 121021  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
36.84 N In Full

Amount: 36.84

Vendor ID: FIRSNATCA

Description: FIRST NATIONAL CAPITAL MARKET, INC.  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2320 330 000 0000 0 000

Checking Account ID:  
Detail Description  
EFAST BUDGET AND BUDGET PLANNING

PO Number: 08238  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 12,500.00  
Invoice Number: 121021  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
12,500.00 N In Full

Amount: 12,500.00

Vendor ID: PETTY

Description: GENERAL FUND-PETTY CASH  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1100 610 001 0135 0 000  
01 6200 610 002 0000 0 000  
01 1100 610 001 0145 0 000  
01 2410 610 001 0000 0 000  
01 2610 621 000 0000 0 000

Checking Account ID:  
Detail Description  
FOOD SCIENCE SUPPLIES  
TITLE I SUPPLIES  
HS SCIENCE SUPPLIES  
SEC PRINCIPAL SUPPLIES  
CONSTELLATION FUEL

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 164.83  
Invoice Number: 121021  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
164.83 N In Full  
79.84 N  
18.11 N  
19.98 N  
807.96 N

Amount: 1,090.72

Vendor ID: HOMETO HOMETOWN LEASING

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2590 443 000 0000 0 000

Checking Account ID:  
Detail Description  
PRINTER PAYMENTS

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 740.63  
Invoice Number: 121021  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
740.63 N In Full

Amount: 740.63

Vendor ID: JACKSO JACKSON SERVICES, INC

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2610 420 000 0000 0 000

Checking Account ID:  
Detail Description  
MOPS & RUGS

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 381.48  
Invoice Number: 4668467,4678067  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
381.48 N In Full

Amount: 381.48

Vendor ID: JOSTENS JOSTENS

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2490 610 000 0000 0 000

Checking Account ID:  
Detail Description  
DIPLOMAS, HONORS PACKAGE

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 277.98  
Invoice Number: 27265939,27378599  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
277.98 N In Full

Amount: 277.98

Vendor ID: KCAV KANSAS CITY AUDIO-VISUAL

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 6998 650 000 0000 0 000

Checking Account ID:  
Detail Description  
MINIO BOARDS AND TRACK TECHNOLOGY

PO Number:  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Cost Center ID 48,991.70  
Invoice Number: 14626  
Invoice Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Date:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
48,991.70 N In Full

Amount: 48,991.70

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Vendor ID: KBSCHLAW KSB SCHOOL LAW, PC, LLO  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2330 317 000 0000 0 000

PO Number: Invoice Number: 11077 Amount: 317.00  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 317.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
317.00 317.00 N

Checking Account ID:  
LEGAL SERVICES

Vendor ID: LINGO LINGO  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2590 530 000 0000 0 000

PO Number: Invoice Number: 121021 Amount: 249.75  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
249.75 N

Checking Account ID:  
LONG DISTANCE

Vendor ID: MACKINEDRE MACKIN EDUCATIONAL RESOURCES  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2220 640 000 0000 0 000

PO Number: Invoice Number: 705361 Amount: 222.90  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
222.90 N

Checking Account ID:  
LIBRARY BOOKS

Vendor ID: MATHESON MATHESON TRI-GAS INC.  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1100 610 001 0180 0 000

PO Number: Invoice Number: 24534057,51884587 Amount: 787.92  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
787.92 N

Checking Account ID:  
IND ARTS SUPPLIES

Vendor ID: MCILNA MCILNAY & COMPANY  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2620 431 000 0000 0 000

PO Number: Invoice Number: 10728,10778 Amount: 789.05  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
789.05 N

Checking Account ID:  
WORK DONE IN THE LOCKER & SCIENCE ROOM

Vendor ID: MENARD MENARDS  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2742 610 000 0000 0 000

PO Number: Invoice Number: 50703 Amount: 32.77  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
32.77 N

Checking Account ID:  
SPED TRANSPORTATION SUPPLIES

Vendor ID: MIDAME MID-AMERICAN RESEARCH CHEMICAL  
Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2610 610 000 0000 0 000

PO Number: Invoice Number: 0747608-IN Amount: 529.80  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number: Check Date:  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag  
529.80 N

Checking Account ID:  
CUSTODIAL SUPPLIES

Vendor ID: MIDWESTALA MIDWEST ALARM SERVICES  
Description:

PO Number: Invoice Number: 365019 Amount: 128.49  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Sequence: 1 Check Type: Detail Description  
Chart of Account Number FIRE ALARM MONITORING 12/21-2/22  
 01 2670 352 000 0000 0 000

Checking Account ID: Cost Center ID  
 128.49

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 128.49 N

Check Date: In Full

Vendor ID: NAPA AUTO NAPA AUTO AND TRUCK PARTS

Description: Detail Description  
 Sequence: 1 Check Type: REPLACEMENT LIGHT  
Chart of Account Number  
 01 2710 610 000 0000 0 000

PO Number: Invoice Number: 708722  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 61.47 N

Check Date: In Full

Amount: 61.47

Vendor ID: NESAFE NE SAFETY CENTER

Description: Detail Description  
 Sequence: 1 Check Type: LEVEL 1 PUPIL TRANSPORTATION  
Chart of Account Number COURSE  
 01 2710 330 000 0000 0 000

PO Number: Invoice Number: 57-9576  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 200.00 N

Check Date: In Full

Amount: 200.00

Vendor ID: ORKINP ORKIN PEST CONTROL

Description: Detail Description  
 Sequence: 1 Check Type: PEST CONTROL  
Chart of Account Number  
 01 2610 420 000 0000 0 000

PO Number: Invoice Number: 221459079  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 91.17 N

Check Date: In Full

Amount: 91.17

Vendor ID: PAYFLEX PAY FLEX

Description: Detail Description  
 Sequence: 1 Check Type: ADMIN FEES  
Chart of Account Number  
 01 1100 291 000 0000 0 000

PO Number: Invoice Number: 121021  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 100.00 N

Check Date: In Full

Amount: 100.00

Vendor ID: PEKNY PEKNY & ASSOCIATES

Description: Detail Description  
 Sequence: 1 Check Type: AUDIT,AFR,ADA/ADM  
Chart of Account Number  
 01 2510 315 000 0000 0 000

PO Number: Invoice Number: 46442  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 8,477.50 N

Check Date: In Full

Amount: 8,477.50

Vendor ID: PINNACLEOM PINNACLE BANK

Description: Detail Description  
 Sequence: 1 Check Type: ROOMS FOR STATE BOARD CONVENTION  
Chart of Account Number ROOM & MEAL FOR STATE BOARD  
 01 2310 580 000 0000 0 000 CONVENTION  
 01 2320 580 000 0000 0 000 BAMBOO  
 01 2590 643 000 0000 0 000  
 01 1100 610 000 0000 0 000 SUBSCRIPTION TO GIMKIT.COM

PO Number: Invoice Number: 121021  
 Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00

Check Number: Detail Amount 1099 Detail Amount Asset/Asset Tag  
 1,962.62 N  
 461.37 0.00 N

Check Date: In Full

Amount: 2,863.87

Vendor ID: PITBOW PITNEY BOWES

Chart of Account Number

PO Number: Invoice Number: 3314705741  
 Amount: 210.96

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2590 890 000 0000 0 000

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
210.96 N

Cost Center ID  
210.96

Vendor ID: PITNEYBOWES

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2590 610 000 0000 0 000

Invoice Number: 1019458925  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
169.98 N

Amount:  
169.98

Vendor ID: POLKCORPP

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2610 621 000 0000 0 000

Invoice Number: 121021  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
7,975.78 N

Amount:  
7,975.78

Vendor ID: SFM

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2510 315 000 0000 0 000

Invoice Number: 2647508  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
3,048.00 N

Amount:  
3,048.00

Vendor ID: SHELBYAUTO

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2710 626 000 0000 0 000  
01 2730 431 000 0000 0 000

Invoice Number: 036179,36207,36249  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 560.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
417.56 N  
1,930.71 560.00 N

Amount:  
2,348.27

Vendor ID: SHELBY LUMBER CO.

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 1100 610 000 0000 0 000  
01 2610 610 000 0000 0 000

Invoice Number: 120966,120876,120772  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
195.98 N  
34.46 N

Amount:  
230.44

Vendor ID: THOMPSONH

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2410 610 002 0000 0 000

Invoice Number: 121021  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
42.87 N

Amount:  
42.87

Vendor ID: TRUCKCEN

Description:  
Sequence: 1 Check Type:  
Chart of Account Number  
01 2410 610 002 0000 0 000

Invoice Number: 121021  
Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
Check Number:  
Detail Amount 1099 Detail Amount Asset/Asset Tag  
42.87 N

Amount:  
1,066.73

Invoice Listing - Detail  
DECEMBER 2021 GENERAL FUND INVOICES

Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2730 431 000 0000 0 000 Detail Description  
 01 2712 340 000 0000 0 000 BUS REPAIRS  
 01 2712 340 000 0000 0 000 LIFT BUS REPAIR

Checking Account ID: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 971.14  
Cost Center ID 971.14  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N  
 N

**Vendor ID: VANCOUVERL VANCOUVER LAPTOP INC.**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2230 650 000 0000 0 000 Detail Description  
 01 2230 734 000 0000 0 000 TECH SUPPLIES  
 01 2230 734 000 0000 0 000 CHROMEBOOK SCREENS

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 57.94  
Cost Center ID 57.94  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N  
 N

**Vendor ID: VERIZON VERIZON WIRELESS**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2710 530 000 0000 0 000 Detail Description  
 01 2710 530 000 0000 0 000 BUS PHONES

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 360.36  
Cost Center ID 360.36  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N

**Vendor ID: VIGSOLUTION VIG SOLUTIONS**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2230 734 000 0000 0 000 Detail Description  
 01 2230 734 000 0000 0 000 2 DELL LAPTOPS

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 718.00  
Cost Center ID 718.00  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N

**Vendor ID: VILLAG VILLAGE OF SHELBY**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2610 410 000 0000 0 000 Detail Description  
 01 2610 410 000 0000 0 000 WATER, SEWER & GARBAGE

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 485.00  
 Check Number: 1,158.40  
Cost Center ID 1,158.40  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 485.00 N

**Vendor ID: WILLIAMVMA WILLIAM V. MACGILL & CO.**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2130 739 000 0000 0 000 Detail Description  
 01 2130 739 000 0000 0 000 VISION SCREENER

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 4,825.00  
Cost Center ID 4,825.00  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N

**Vendor ID: WINDSTREAM WINDSTREAM NEBRASKA INC.**  
 Description: Sequence: 1 Check Type: Chart of Account Number  
 01 2590 382 000 0000 0 000 Detail Description  
 01 2590 382 000 0000 0 000 SCHOOL - 594.21 BUS BARN - 163.60

Invoice Date: 12/10/2021 Due Date: 12/13/2021 Status: A 1099 Amount: 0.00  
 Check Number: 747.81  
Cost Center ID 747.81  
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 N

Batch 1099 Total: 6,201.76  
 Batch Total: 131,327.66

NOVEMBER 2021 GENERAL FUND

Account Number	Account Description	EXPENDED	TO DATE
01	GENERAL FUND		
1100	REGULAR INSTRUCTIONAL PROGRAMS		
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$253,520.48	\$763,365.00
1150	ENGLISH LANGUAGE LEARNERS	\$9,071.83	\$28,169.29
1160	POVERTY - After School Program	\$7,013.76	\$22,377.49
1190	PRESCHOOL	\$9,605.88	\$29,040.18
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$279,211.95	\$842,951.96
1200	SPECIAL EDUCATION PROGRAMS	\$46,367.06	\$136,035.44
1291	SPED AGES 3-5	\$6,417.28	\$14,880.41
1292	SPED AGES 0-2	\$748.60	\$2,639.41
1295	UNIFIED SPORTS	\$1,581.39	\$1,581.39
1200	SPECIAL EDUCATION PROGRAMS	\$55,114.33	\$155,136.65
2120	GUIDANCE SERVICES	\$15,356.10	\$48,745.60
2130	HEALTH SERVICES	\$5,138.73	\$16,651.87
2141	SPED Psychological services - Age S.A.	\$11,139.75	\$29,806.14
2142	PSYCH SPED 3-5	\$0.00	\$139.86
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	\$7,467.68	\$24,381.06
2152	SPEECH PATH SPED 3-5	\$1,703.46	\$3,117.21
2153	SPEECH PATH & AUDIOLOGY SERVICES	\$130.50	\$130.50
2161	SPED Occupational Therapy - Age S.A.	\$0.00	\$3,545.86
2163	SPED Occupational Therapy - Age 0-2	\$0.00	\$231.48
2171	SPED Physical Therapy - Age S.A.	\$0.00	\$1,797.26
2173	SPED Physical Therapy - Age 0-2	\$0.00	\$249.17
2100	SUPPORTIVE SERVICES PUPILS	\$40,936.22	\$128,796.01
2211	SCHOOL IMPROVEMENT	\$177.53	\$532.25
2213	INSTRUCTIONAL STAFF TRAINING	\$0.00	\$2,424.00
2214	IMPLEMENTATION OF STANDARDS	\$504.90	\$504.90
2219	OTHER IMPROVEMENT INSTRUCTION SERVICES	\$577.98	\$577.98
2220	LIBRARY/MEDIA SERVICE	\$10,365.72	\$27,591.23
2224	EDUCATIONAL TV SERVICES	\$778.47	\$4,078.47
2230	INSTRUCTION RELATED TECHNOLOGY	\$10,385.78	\$33,640.29
2200	SUPPORT SERVICES STAFF	\$22,790.38	\$69,349.12
2310	BOARD OF EDUCATION	\$2,352.54	\$17,081.97
2320	EXECUTIVE ADMINISTRATION	\$13,990.71	\$41,864.31
2330	DISTRICT LEGAL SERVICES	\$236.00	\$3,097.00
2300	SUPPORT SERVICES-GEN ADMIN	\$16,579.25	\$61,843.28
2410	OFFICE OF THE PRINCIPAL	\$21,655.70	\$66,640.75
2490	SCHOOL ADMIN - OTHER	\$36.90	\$36.90
2400	OFFICE OF PRINCIPAL	\$21,692.60	\$66,677.65
2510	GENERAL ADMIN-BUSINESS SERVICE	\$152.00	\$152.00
2590	GENERAL ADMIN - BUSINESS SERVICE	\$16,818.52	\$55,972.98
2500	SUPPORT SERVICES-BUSINESS	\$16,970.52	\$56,124.98
2610	OPERATION OF PLANT	\$29,368.17	\$138,130.08
2620	MAINTENANCE OF PLANT	\$0.00	\$16,065.95
2650	GENERAL PURPOSE VEHICLES	\$0.00	\$1,827.00
2660	SECURITY	\$0.00	\$6,294.67
2670	SCHOOL SAFETY	\$0.00	\$2,412.37
2600	SUPPORT SERVICES-BLDGS & SITES	\$29,368.17	\$164,730.07
2710	Pupil Transportation - Regular ED	\$18,294.20	\$66,651.03
2712	SCHOOL AGE SPEC ED TRANSPORT	\$2,208.30	\$4,283.91
2730	VEHICLE SERVICING & MAINTENANCE	\$563.38	\$563.38
2700	SUPPORT SERVICES-PUPIL TRANS	\$21,065.88	\$71,498.32
4700	BUILDING IMPROVEMENTS	\$12,374.52	\$12,374.52
4700	BUILDING IMPROVEMENTS	\$12,374.52	\$12,374.52
6200	TITLE I	\$9,473.46	\$28,461.22
6200	TITLE I	\$9,473.46	\$28,461.22
6990	OTHER FEDERAL CATEGORICAL PROGRAMS	\$0.00	\$38.70
6996	COVID - ESSER I	\$0.00	\$7,540.00
6997	COVID - ESSER II	\$2,061.72	\$11,382.79
6900	6900	\$2,061.72	\$18,961.49
01	GENERAL FUND	\$527,639.00	\$1,676,905.27

**Revenue Summary Report**

NOVEMBER 2021 GENERAL FUND

**Fund 01 GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>During Month</u>	<u>To Date</u>
01 1100	LEVIED TAXES	62,455.32	1,356,165.88
01 1115	CARLINE TAX	0.00	799.43
01 1125	MOTOR VEHICLES TAX	14,146.83	54,449.81
01 1140	INTEREST	2,393.56	4,320.06
01 1370	PRESCHOOL TUITION	0.00	1,814.75
01 1510	INTEREST ON INVESTMENT	102.12	311.98
01 1990	OTHER LOCAL RECEIPTS	272.10	850.17
	Subtotal: LOCAL RECIEPTS	79,369.93	1,418,712.08
01 2110	FINES & LICENSE FEES	604.58	3,400.68
01 2210	ESU RECEIPTS	0.00	1,312.00
	Subtotal: COUNTY AND ESU RECEIPTS	604.58	4,712.68
01 3110	STATE AID	53,888.00	161,664.00
01 3180	PRO-RATA MOTOR VEHICLE	0.00	1,536.57
01 3535	HIGH ABILITY LEARNERS	2,342.00	2,342.00
	Subtotal: STATE RECEIPTS	56,230.00	165,542.57
01 4505	TITLE I	0.00	65,255.82
01 4509	TITLE II PART A	0.00	1,685.78
01 4516	IDEA 4406	3,531.00	3,531.00
01 4518	IDEA PART B	87,732.00	87,732.00
	Subtotal: FEDERAL RECEIPTS	91,263.00	158,204.60
01 5301	INSURANCE ADJUSTMENTS	957.83	2,873.49
01 5690	OTHER NON-REVENUE RECEIPTS	602.00	2,033.46
	Subtotal: NON-REVENUE RECEIPTS	1,559.83	4,906.95
	Fund Total:	229,027.34	1,752,078.88

**SHELBY - RISING CITY PUBLIC SCHOOL**  
**FINANCIAL REPORT**  
**GENERAL FUND**

**Balance:                    11/1/21    \$   2,355,721.39**

**RECEIPTS:**

State of NE - High Ability	\$	2,342.00	
State of NE - Sped IDEA	\$	3,531.00	
State of NE - Sped SA	\$	87,732.00	
Polk Co. Treas. - Motor	\$	8,300.32	
Polk Co. Treas. - Levied	\$	40,969.36	
Polk Co. Treas. - Interest	\$	1,446.71	
Polk Co. Treas. - Fines & Lisc	\$	384.77	
Savings - Interest	\$	0.36	
Butler Co. Treas. - Motor	\$	5,846.51	
Butler Co. Treas. - Levied	\$	21,465.96	
Butler Co. Treas. - Interest	\$	946.85	
Butler Co. Treas. - Fines & Lisc	\$	219.81	
Village of Shelby - Library Expenses	\$	272.10	
Ceoss County School - Blex Ins.	\$	957.83	
Petty Cash - Interest	\$	0.38	
Cubby's Corp- Discount	\$	602.00	
State of NE - State Aid	\$	53,888.00	
Bank - Interest	\$	101.38	
SRC Lunch Fund - Salaries	\$	7,763.49	
Voided check	\$	220.00	
<b>Total Receipts:</b>			<b>\$   236,990.83</b>

**DISBURSEMENTS:**

Pay Roll	\$	451,612.75	
Invoices	\$	84,009.96	
<b>Total Disbursements:</b>			<b>\$   535,622.71</b>
<b>Balance:</b>		<b>11/30/21</b>	<b>\$   2,057,089.51</b>

Savings Account	\$	9,035.76	
Total General Fund Assets 11/30/20			\$   2,066,125.27

**SHELBY - RISING CITY PUBLIC SCHOOLS  
FINANCIAL REPORT  
NUTRITION FUND**

**Beginning Balance 11/01/21**

**\$ 83,550.55**

**RECEIPTS:**

	<b>AMOUNT</b>
Family Receipts	\$ 1,389.55
Lunch Payments Online	\$ 470.00
Interest	\$ 3.07

**Total Receipts**

**\$ 1,862.62**

**DISBURSEMENTS:**

<b>Name:</b>	<b>Ck No.</b>	<b>AMOUNT</b>
Capital One	3021	\$ 255.46
CWD	3022	\$ 8,001.83
US Foods	3023	\$ 8,532.97
Hiland Dairy	3024	\$ 2,699.49
Bimbo Bakeries, USA	3025	\$ 801.61
Amazon	3026	\$ 101.49
Cubby's.	3027	\$ 25.75
SRC General Fund	3028	\$ 7,763.49
Magic Wrighter	5592	\$ 27.95

**Total Expenditures**

**\$ 28,210.04**

**Ending Balance 11/30/21**

**\$ 57,203.13**

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
BUILDING FUND**

**Balance 11/01/21            \$    135,201.08**

**RECEIPTS:**

Polk Co	\$    1,248.11
Butler Co	\$       666.76
Interest	\$       5.99

**Total Receipts:            \$    1,920.86**

**DISBURSEMENTS:**

**Total Disbursements:    \$           -**

**Balance: 11/30/21            \$    137,121.94**

**SHELBY- RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
DEPRECIATION FUND  
November 30, 2021**

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Beginning Balance:     \$       558,299.34

**RECEIPTS:**

Interest                     \$       104.43

**Total Receipts:**                                     \$       104.43

**DISBURSEMENTS:**

1021 Bills Trailer Sales     \$       8,760.00

**Total Disbursements:**                                     \$       8,760.00

Ending Balance:             \$       549,643.77

Certificate of Deposit         \$       172,000.00

Total Depreciation and Certificate of Deposit     \$       721,643.77

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - BOND**

**Balance 11/01/21                      \$ 969,573.16**

**RECEIPTS:**

Polk Co. Treas.	\$	7,806.99
Butler Co. Treas.	\$	4,127.70
Interest	\$	32.98

**Total Receipts:                      \$ 11,967.67**

**DISBURSEMENTS:**

BOKF, NA	\$	534,245.00
BOKF, NA	\$	267,876.25

**Total Disbursements:                \$ 802,121.25**

**Balance: 11/30/21                      \$ 179,419.58**

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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
EMPLOYEE BENEFIT ACCOUNT**

**Beginning Balance 11/01/21:       \$     19,990.59**

**Receipts:**

General Fund                               \$     4,087.27

**Total Received:                               \$     4,087.27**

**Expended Out:**

Monthly Claims                           \$     710.50

Monthly Claims                           \$     107.00

Monthly Claims                           \$     303.21

Monthly Claims                           \$     832.21

**Total Expended Out:                       \$     1,952.92**

**Ending Balance 11/30/21:               \$     22,124.94**

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# SUMMARY SHEET

November 30, 2021

<b>Account Name:</b>	<b>Amount</b>	<b>Amount to CD</b>
General Fund	\$ 2,057,089.51	
General Fund Savings Account	\$ 9,035.76	
Lunch Fund	\$ 57,203.13	
Petty Cash	\$ 12,556.93	
Building	\$ 137,121.94	
Depreciaton	\$ 549,643.77	\$ 172,000.00
Employment Benefit	\$ 22,124.94	
Bond	\$ 179,419.58	
Activity Fund	\$ 161,298.78	\$ 38,000.00
<b><u>Total of Accounts</u></b>	<b><u>\$ 3,185,494.34</u></b>	<b><u>\$ 210,000.00</u></b>
<b><u>Total of Above Accounts</u></b>		<b><u>\$ 3,395,494.34</u></b>



<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	ACTIVITIES FUND			
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	198,494.33	995.33	199,489.66
	Current Assets Subtotal:	198,494.33	995.33	199,489.66
Total Assets and Deferred Outflows of Resources:		198,494.33	995.33	199,489.66

Fund Balance

05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	299.00	0.00	299.00
05 704 4010	FUND BALANCE - ATHLETICS	35,027.06	(1,862.76)	33,164.30
05 704 4019	FUND BALANCE - BOYS GOLF	315.00	0.00	315.00
05 704 4020	FUND BALANCE - CONCESSION	2,436.16	(578.69)	1,857.47
05 704 4030	FUND BALANCE - NHS	1,182.11	0.00	1,182.11
05 704 4040	FUND BALANCE - SRC CLUB	5,170.75	(171.64)	4,999.11
05 704 4050	FUND BALANCE - CLASS OF 2023	3,109.84	0.00	3,109.84
05 704 4060	FUND BALANCE - CLASS OF 2025	534.75	0.00	534.75
05 704 4070	FUND BALANCE - JUST FOR KIDS	1,315.95	0.00	1,315.95
05 704 4080	FUND BALANCE - CLASS OF 2024	1,095.45	565.00	1,660.45
05 704 4090	FUND BALANCE - CLASS OF 2022	2,203.66	94.25	2,297.91
05 704 4100	FUND BALANCE - YEARBOOK	(384.01)	546.00	161.99
05 704 4110	FUND BALANCE - MUSIC	8,189.70	0.00	8,189.70
05 704 4120	FUND BALANCE - STUDENT COUNCIL	5,617.19	(530.21)	5,086.98
05 704 4130	FUND BALANCE - DANCE TEAM	2,271.22	(4,658.25)	(2,387.03)
05 704 4140	FUND BALANCE -MEMORIALS	5,330.28	0.00	5,330.28
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,496.52	0.00	2,496.52
05 704 4160	FUND BALANCE - SHOP	16,150.87	0.00	16,150.87
05 704 4170	FUND BALANCE - INTEREST	637.31	(9.65)	627.66
05 704 4180	FUND BALANCE - BOOK IT	892.97	0.00	892.97
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	4,599.55	(466.14)	4,133.41
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	23,999.32	(189.99)	23,809.33
05 704 4210	FUND BALANCE - WELLNESS CENTER	25,808.27	350.00	26,158.27
05 704 4220	FUND BALANCE - FBLA	9,014.57	0.00	9,014.57
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	1,840.19	(147.97)	1,692.22
05 704 4240	FUND BALANCE - QUIZ BOWL	450.00	(100.00)	350.00
05 704 4250	FUND BALANCE - ALUMNI	1,141.01	0.00	1,141.01
05 704 4260	FUND BALANCE - VIDEO BOARD	8,228.37	0.00	8,228.37
05 704 4270	FUND BALANCE - FFA	13,496.05	8,861.40	22,357.45
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	3,932.26	400.00	4,332.26
05 704 4290	FUND BALANCE - STUDENT FEES	3,978.00	0.00	3,978.00
05 704 4300	FUND BALANCE - FACILITY RENTAL	1,840.00	0.00	1,840.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	4,366.58	(323.92)	4,042.66
05 704 4320	FUND BALANCE - UNIFIED BOWLING	1,115.51	(680.60)	434.91
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	955.44	0.00	955.44
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	(185.49)	(101.50)	(286.99)

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
	Fund Balance Subtotal:	198,494.33	995.33	199,489.66
	<span style="border: 1px solid black; padding: 2px;">Total Liabilities, Deferred Inflows of Resources, and Fund Equity:</span>	198,494.33	995.33	199,489.66

~~- 38,000~~  
161,489.66

Batch Description: NOVEMBER 2021, ACTIVITY FUND INVOICES Processing Month: 11/2021 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: ARTFX ART FIX PO Number: Invoice Number: 224860 Amount: 1,314.00  
 Description: Invoice Date: 10/25/2021 Due Date: 11/30/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12520 Check Date: 11/10/2021  
Chart of Account Number Detail Description  
 05 3200 610 000 4280 0 000 BE KIND SHIRTS In Full  
 1,314.00 N

Vendor ID: AWARDEN AWARDS & ENGRAVING PO Number: Invoice Number: 8311 Amount: 40.00  
 Description: Invoice Date: 11/10/2021 Due Date: 12/02/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12529 Check Date: 11/11/2021  
Chart of Account Number Detail Description  
 05 3200 610 000 4010 0 000 MEDALS FOR UNIFIED BOWLING In Full  
 40.00 N

Vendor ID: BIGAPPLE BIG APPLE BAGELS PO Number: Invoice Number: 110221 Amount: 97.97  
 Description: Invoice Date: 11/02/2021 Due Date: 11/02/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12499 Check Date: 11/02/2021  
Chart of Account Number Detail Description  
 05 3200 610 000 4230 0 000 BREAKFAST FOR STAFF DEVELOPMENT In Full  
 97.97 N

Vendor ID: CJSERVICES C & J SERVICES LLC PO Number: Invoice Number: 2021EMB206 Amount: 160.00  
 Description: Invoice Date: 11/09/2021 Due Date: 12/10/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12528 Check Date: 11/11/2021  
Chart of Account Number Detail Description  
 05 3200 610 000 4010 0 000 COACHES/SPONSORS GEAR In Full  
 160.00 N

Vendor ID: CAPITAL CAPITAL ONE PO Number: Invoice Number: 110221 Amount: 1,460.88  
 Description: Invoice Date: 10/19/2021 Due Date: 11/13/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12500 Check Date: 11/02/2021  
Chart of Account Number Detail Description  
 05 3200 890 000 4170 0 000 INTEREST In Full  
 20.09 N  
 05 3200 610 000 4120 0 000 SUPPLIES 122.26 N  
 05 3200 610 000 4040 0 000 POP, GRANOLA, CUPS, BOWLS 171.64 N  
 05 3200 610 000 4270 0 000 FOOD FOR FARMERS 182.07 N  
 05 3200 610 000 4020 0 000 BUNS, HOT DOGS, GATORADE 595.00 N  
 05 3200 610 000 4310 0 000 GIFT CARDS, TAIL GATE 208.61 N  
 05 3200 610 000 4190 0 000 SUPPLIES FOR ONE ACT 161.21 N

Vendor ID: CENTRALVAL CENTRAL VALLEY HIGH SCHOOL PO Number: Invoice Number: 110321 Amount: 50.00  
 Description: Invoice Date: 11/01/2021 Due Date: 11/09/2021 Status: PP 1099 Amount: 0.00  
 Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 12511 Check Date: 11/03/2021  
Chart of Account Number Detail Description  
 05 3200 890 000 4320 0 000 ENTRY FEE UNIFIED BOWLING In Full  
 50.00 N

Invoice Listing - Detail

Vendor ID: CENTRALVAL CENTRAL VALLEY HIGH SCHOOL

Description: PO Number: Invoice Number: 111221 Amount: 50.00  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/08/2021 Due Date: 11/12/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 890 000 4320 0 000 UNIFIED BOWLING ENTRY FEE 50.00 N

Vendor ID: CONCORDIA CONCORDIA UNIVERSITY

Description: PO Number: Invoice Number: 110321 Amount: 100.00  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/01/2021 Due Date: 11/04/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 890 000 4240 0 000 NEBRASKA SCIENCE BOWL 100.00 N

Vendor ID: CONNEC CONNECTING POINT COMPUTER CENT

Description: PO Number: Invoice Number: 13755 Amount: 189.99  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/01/2021 Due Date: 12/01/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 610 000 4200 0 000 COMPUTER REPAIR 189.99 N

Vendor ID: CUBBYS CUBBY'S

Description: PO Number: Invoice Number: 111121 Amount: 128.53  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/03/2021 Due Date: 12/03/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 610 000 4270 0 000 FOOD TRUCK MEALS 128.53 N

Vendor ID: CUBBYS CUBBY'S

Description: PO Number: Invoice Number: 1121 Amount: 16.99  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 10/04/2021 Due Date: 11/30/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 610 000 4020 0 000 POP-CORN SALT, HOT DOG BUNS 16.99 N

Vendor ID: DAVIDC DAVID CITY PUBLIC SCHOOL

Description: PO Number: Invoice Number: 110321 Amount: 75.00  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/01/2021 Due Date: 11/04/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 890 000 4017 0 000 JR. HIGH WRESTLING ENTRY FEE 75.00 N

Vendor ID: DORCHESTER DORCHESTER HIGH SCHOOL

Description: PO Number: Invoice Number: 110521 Amount: 80.00  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/01/2021 Due Date: 11/08/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 890 000 4017 0 000 JR. HIGH WRESTLING 80.00 N

Vendor ID: FAIRBURYPS FAIRBURY PUBLIC SCHOOLS

Description: PO Number: Invoice Number: 110821 Amount: 100.00  
Sequence: 1 Check Type: Check Checking Account ID: 5 Invoice Date: 11/01/2021 Due Date: 11/13/2021 Status: PP 1099 Amount: 0.00  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
05 3200 890 000 4017 0 000 JR. HIGH WRESTLING 100.00 N

Invoice Listing - Detail

<u>Chart of Account Number</u> 05 3200 890 000 4190 0 000	<u>Detail Description</u> ONE ACT	<u>Cost Center ID</u> 100.00	<u>Detail Amount</u> 100.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: HADLEY</b>	<b>HADLEY-BRAITHWAIT</b>	<b>PO Number:</b>	<b>Invoice Number: 223179</b>	<b>Amount:</b>			186.30
Description:		Invoice Date: 10/31/2021	Due Date: 11/15/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12509	Check Date: 11/03/2021			
<u>Chart of Account Number</u> 05 3200 610 000 4020 0 000	<u>Detail Description</u> CANDY, OIL, POPCORN	<u>Cost Center ID</u>	<u>Detail Amount</u> 186.30	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: HEARTLANDC</b>	<b>HEARTLAND COMMUNITY SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 110321</b>	<b>Amount:</b>			55.27
Description:		Invoice Date: 11/01/2021	Due Date: 11/03/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12505	Check Date: 11/03/2021			
<u>Chart of Account Number</u> 05 3200 890 000 4010 0 000	<u>Detail Description</u> NSAA DISTRICT FINAL VOLLEYBALL MILEAGE	<u>Cost Center ID</u>	<u>Detail Amount</u> 55.27	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: SCHEINHENR</b>	<b>HENRY SCHEIN CORPORATE OFFICE</b>	<b>PO Number:</b>	<b>Invoice Number: 38139389</b>	<b>Amount:</b>			30.37
Description:		Invoice Date: 10/16/2021	Due Date: 11/16/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12527	Check Date: 11/11/2021			
<u>Chart of Account Number</u> 05 3200 610 000 4010 0 000	<u>Detail Description</u> BALANCE DUE	<u>Cost Center ID</u>	<u>Detail Amount</u> 30.37	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: HOWELLS</b>	<b>HOWELLS-DODGE PUBLIC SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 110321</b>	<b>Amount:</b>			63.93
Description:		Invoice Date: 11/01/2021	Due Date: 11/03/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12506	Check Date: 11/03/2021			
<u>Chart of Account Number</u> 05 3200 890 000 4010 0 000	<u>Detail Description</u> NSAA DISTRICT FINAL VOLLEYBALL MILEAGE	<u>Cost Center ID</u>	<u>Detail Amount</u> 63.93	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: HUDL</b>	<b>HUDL</b>	<b>PO Number:</b>	<b>Invoice Number: 01239584</b>	<b>Amount:</b>			1,800.00
Description:		Invoice Date: 11/01/2021	Due Date: 11/05/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12510	Check Date: 11/03/2021			
<u>Chart of Account Number</u> 05 3200 890 000 4010 0 000	<u>Detail Description</u> HUDL ASSIST. BOYS/GIRLS BBALL	<u>Cost Center ID</u>	<u>Detail Amount</u> 1,800.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: HUMPHREY</b>	<b>HUMPHREY ST. FRANCIS</b>	<b>PO Number:</b>	<b>Invoice Number: 110821</b>	<b>Amount:</b>			75.00
Description:		Invoice Date: 11/01/2021	Due Date: 11/09/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12518	Check Date: 11/08/2021			
<u>Chart of Account Number</u> 05 3200 890 000 4190 0 000	<u>Detail Description</u> ONE ACT CONTESST	<u>Cost Center ID</u>	<u>Detail Amount</u> 75.00	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	
<b>Vendor ID: JAKUBM</b>	<b>JAKUB, MADISYN</b>	<b>PO Number:</b>	<b>Invoice Number: 110821</b>	<b>Amount:</b>			799.75
Description:		Invoice Date: 11/01/2021	Due Date: 11/30/2021	Status: PP	1099 Amount: 0.00		
Sequence: 1	Check Type: Check	Checking Account ID:	Check Number: 12517	Check Date: 11/08/2021			
<u>Chart of Account Number</u> 05 3200 890 000 4130 0 000	<u>Detail Description</u> DANCE SUMMER CAMP BALANCE DUE	<u>Cost Center ID</u>	<u>Detail Amount</u> 799.75	<u>1099 Detail Amount</u> N	<u>Asset/Asset Tag</u> N	<u>In Full</u>	

<b>Vendor ID:</b> KBKCREATIV	<b>KBK CREATIVE DESIGN</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 3109	<b>Amount:</b>	34.50
<b>Description:</b>		<b>Invoice Date:</b> 10/26/2021	<b>Due Date:</b> 11/25/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12523	<b>Check Date:</b> 11/11/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 610 000 4270 0 000	RESTICH JACKETS, EMBROIDERY TEAR OUT		34.50	N	
<b>Vendor ID:</b> LAKEVI	<b>LAKEVIEW HIGH SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 112221	<b>Amount:</b>	150.00
<b>Description:</b>		<b>Invoice Date:</b> 11/17/2021	<b>Due Date:</b> 11/19/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12537	<b>Check Date:</b> 11/22/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 890 000 4017 0 000	VARSITY WRESTLING ENTRY FEE		150.00	N	
<b>Vendor ID:</b> MEGAOAHA	<b>METROPOLITAN ENTERTAINMENT AND CONVENTION AUTHORITY</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 110521	<b>Amount:</b>	3,858.50
<b>Description:</b>		<b>Invoice Date:</b> 11/01/2021	<b>Due Date:</b> 11/05/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12514	<b>Check Date:</b> 11/05/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 890 000 4130 0 000	STATE TICKETS		3,858.50	N	
<b>Vendor ID:</b> MIDWESTIMP	<b>MIDWEST IMPRESSIONS, INC</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 73574	<b>Amount:</b>	407.95
<b>Description:</b>		<b>Invoice Date:</b> 10/19/2021	<b>Due Date:</b> 11/19/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12515	<b>Check Date:</b> 11/05/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 610 000 4120 0 000	STUCO T-SHIRTS		407.95	N	
<b>Vendor ID:</b> NBDA	<b>NBDA</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 110321	<b>Amount:</b>	150.00
<b>Description:</b>		<b>Invoice Date:</b> 11/01/2021	<b>Due Date:</b> 11/04/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12507	<b>Check Date:</b> 11/03/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 890 000 4010 0 000	COACHES MEMBERSHIPS		150.00	N	
<b>Vendor ID:</b> NSAA	<b>NE SCHOOL ACTIVITY ASSOCIATION</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 110321	<b>Amount:</b>	305.55
<b>Description:</b>		<b>Invoice Date:</b> 10/30/2021	<b>Due Date:</b> 11/25/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12504	<b>Check Date:</b> 11/03/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 890 000 4010 0 000	NSAA DISTRICT FINAL VOLLEYBALL		305.55	N	
<b>Vendor ID:</b> NSAA	<b>NE SCHOOL ACTIVITY ASSOCIATION</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 111121	<b>Amount:</b>	25.00
<b>Description:</b>		<b>Invoice Date:</b> 11/10/2021	<b>Due Date:</b> 12/10/2021	<b>Status:</b> PP	<b>1099 Amount:</b> 0.00
<b>Sequence:</b> 1	<b>Check Type:</b> Check	<b>Checking Account ID:</b>	<b>Check Number:</b> 12530	<b>Check Date:</b> 11/11/2021	
<b>Chart of Account Number</b>	<b>Detail Description</b>	<b>Cost Center ID</b>	<b>Detail Amount</b>	<b>Asset/Asset Tag</b>	<b>In Full</b>
05 3200 610 000 4010 0 000	VOLLEYBALL NSAA FINANCIAL FORM		25.00	N	
<b>Vendor ID:</b> NEFFAASSOC	<b>NEBRASKA FFA ASSOCIATION</b>	<b>PO Number:</b>	<b>Invoice Number:</b> 111121	<b>Amount:</b>	835.00

Invoice Listing - Detail

Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 10/16/2021	Due Date: 11/26/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12522	Check Date: 11/11/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 890 000 4270 0 000		NEBRASKA STATE FFA DUES, NATIONAL DUES		835.00		N	
<b>Vendor ID: NESPORTS</b>		<b>NEBRASKA SPORTS</b>		<b>PO Number:</b>	<b>Invoice Number: NNC756838-AX03</b>	<b>Amount:</b>	<b>3,640.00</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 10/19/2021	Due Date: 11/19/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12512	Check Date: 11/03/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4010 0 000		BASKETBALL BOYS/GIRLS JERSEYS		3,640.00		N	
<b>Vendor ID: NORFOLK</b>		<b>NORFOLK HIGH SCHOOL</b>		<b>PO Number:</b>	<b>Invoice Number: 111621</b>	<b>Amount:</b>	<b>50.00</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 11/15/2021	Due Date: 11/16/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12533	Check Date: 11/16/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 890 000 4320 0 000		UNIFIED BOWLING ENTRY FEE		50.00		N	
<b>Vendor ID: OFFTHEWALL</b>		<b>OFF THE WALL GRAPHICS &amp; PRINTING</b>		<b>PO Number:</b>	<b>Invoice Number: 111021</b>	<b>Amount:</b>	<b>25.00</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 11/10/2021	Due Date: 12/10/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12538	Check Date: 11/22/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4017 0 100		JR HIGH WRESTLING SINGLET		25.00		N	
<b>Vendor ID: OFFTHEWALL</b>		<b>OFF THE WALL GRAPHICS &amp; PRINTING</b>		<b>PO Number:</b>	<b>Invoice Number: 112221</b>	<b>Amount:</b>	<b>101.50</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 10/28/2021	Due Date: 11/28/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12535	Check Date: 11/22/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4331 0 000		STUDENT OF THE MONTH SHIRTS		101.50		N	
<b>Vendor ID: PENDERPUBL</b>		<b>PENDER PUBLIC SCHOOLS</b>		<b>PO Number:</b>	<b>Invoice Number: 111621</b>	<b>Amount:</b>	<b>100.00</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 11/17/2021	Due Date: 11/20/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12534	Check Date: 11/16/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 890 000 4190 0 000		PENDER ONE ACT CONTEST		100.00		N	
<b>Vendor ID: PINNACLEOM</b>		<b>PINNACLE BANK</b>		<b>PO Number:</b>	<b>Invoice Number: 111121</b>	<b>Amount:</b>	<b>715.06</b>
Description: 1		Check Type: Check	Checking Account ID:	Invoice Date: 11/08/2021	Due Date: 12/01/2021	Status: PP	1099 Amount: 0.00
Sequence: 1		Check Type: Check	Checking Account ID:	Check Number: 12526	Check Date: 11/11/2021		
<u>Chart of Account Number</u>		<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4270 0 000		MEALS AND REG. AT NATIONAL FFA CHAPTER		338.19		N	
05 3200 610 000 4190 0 000		COSTUME FOR ONE ACT		29.93		N	
05 3200 610 000 4010 0 000		DEFENSE ON A STRING		346.94		N	
<b>Vendor ID: SCHUYLERHI</b>		<b>SCHUYLER HIGH SCHOOL</b>		<b>PO Number:</b>	<b>Invoice Number: 112221</b>	<b>Amount:</b>	<b>100.00</b>

Invoice Listing - Detail

Description:	1	Check Type:	Check	Invoice Date:	11/19/2021	Due Date:	11/23/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 890 000 4017 0 000	Checking Account ID:	5	Check Number:	12539	Check Date:	11/22/2021		
		<u>Detail Description</u>	JR HIGH WRESTLING ENTRY FEE	<u>Cost Center ID</u>		<u>Detail Amount</u>	100.00	<u>Asset/Asset Tag</u>		<u>In Full</u>	
<b>Vendor ID: SEWARDPUBL</b>		<b>SEWARD PUBLIC SCHOOL</b>		<b>PO Number:</b>		<b>Invoice Number:</b>	112221	<b>Amount:</b>			80.00
Description:	1	Check Type:	Check	Invoice Date:	11/17/2021	Due Date:	11/19/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 890 000 4017 0 000	Checking Account ID:	5	Check Number:	12536	Check Date:	11/22/2021		
		<u>Detail Description</u>	JR. HIGH WRESTLING ENTRY FEE	<u>Cost Center ID</u>		<u>Detail Amount</u>	80.00	<u>Asset/Asset Tag</u>		<u>In Full</u>	
<b>Vendor ID: SPORTSEX</b>		<b>SPORTS EXPRESS</b>		<b>PO Number:</b>		<b>Invoice Number:</b>	ES59505	<b>Amount:</b>			555.60
Description:	1	Check Type:	Check	Invoice Date:	10/28/2021	Due Date:	11/28/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 610 000 4320 0 000	Checking Account ID:	5	Check Number:	12503	Check Date:	11/02/2021		
		<u>Detail Description</u>	UNIFIED BOWLING SHIRTS	<u>Cost Center ID</u>		<u>Detail Amount</u>	555.60	<u>Asset/Asset Tag</u>		<u>In Full</u>	
<b>Vendor ID: TEJKLUCKE</b>		<b>TEJKL, TUCKER</b>		<b>PO Number:</b>		<b>Invoice Number:</b>	11122021	<b>Amount:</b>			50.00
Description:	1	Check Type:	Check	Invoice Date:	11/09/2021	Due Date:	11/30/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 610 000 4230 0 000	Checking Account ID:	5	Check Number:	12531	Check Date:	11/12/2021		
		<u>Detail Description</u>	MEALS FOR STAFF DEVELOPMENT DAY	<u>Cost Center ID</u>		<u>Detail Amount</u>	50.00	<u>Asset/Asset Tag</u>		<u>In Full</u>	
<b>Vendor ID: VALENTINO</b>		<b>VALENTINO'S</b>		<b>PO Number:</b>		<b>Invoice Number:</b>	2016	<b>Amount:</b>			118.40
Description:	1	Check Type:	Check	Invoice Date:	10/30/2021	Due Date:	11/17/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 610 000 4020 0 000	Checking Account ID:	5	Check Number:	12502	Check Date:	11/02/2021		
		<u>Detail Description</u>	PIZZA	<u>Cost Center ID</u>		<u>Detail Amount</u>	118.40	<u>Asset/Asset Tag</u>		<u>In Full</u>	
<b>Vendor ID: VOSSSANDY</b>		<b>VOSS, SANDY</b>		<b>PO Number:</b>		<b>Invoice Number:</b>	110221	<b>Amount:</b>			115.31
Description:	1	Check Type:	Check	Invoice Date:	11/01/2021	Due Date:	11/25/2021	Status:	PP	1099 Amount:	0.00
Sequence:	1	Chart of Account Number:	05 3200 610 000 4310 0 000	Checking Account ID:	5	Check Number:	12501	Check Date:	11/02/2021		
		<u>Detail Description</u>	RED RIBBON WEEK SUPPLIES	<u>Cost Center ID</u>		<u>Detail Amount</u>	115.31	<u>Asset/Asset Tag</u>		<u>In Full</u>	
										Batch 1099 Total:	0.00
										Report 1099 Total:	0.00
										Batch Total:	18,291.35
										Report Total:	18,291.35

## Activity Director Report: Dec. 2021

1. One-Act finished their season and finished 5<sup>th</sup> place at Districts in Loup City.
  - a. Ava Larmon, Wendy Godejohn, Aiden Zimmerman, Elena Murray, Fischer White, & Caydee Bauers all received outstanding acting awards
2. Unified Bowling finished their season with a yearly high of knocking down 746 total pins. This placed them 3<sup>rd</sup> at districts.
3. NSAA Academic All-State Awards
  - a. Football – Grady Belt & Hunter White
  - b. Softball – Cassie Ziemba
  - c. One Act – Fischer White & Jaimee Paddock
  - d. Volleyball – Ava Larmon & Alex Larmon
  - e. Unified Bowling – Grady Belt & Grant Brigham
  - f. Girls Golf – Jenna Logan
4. Holiday Tournament – Dec. 27 & 28
  - a. Girls vs. Clarkson-Leigh 12:00
  - b. Boys vs. Clarkson-Leigh 1:45
5. Speech currently is at 26 participants
6. Senior night will be held on final home basketball games for
  - a. Girls & Boys Basketball, Wrestling, Dance, & Unified Bowling
7. Jr. High Football Coop was passed in Osceola
8. Conference Survey (8 responses)
  - a. Numbers in the conference by sport
    - i. Boys Basketball – 15, 13, 16, 10, 11, 18, 19, 17
    - ii. Girls Basketball – 12, 12, 14, 14, 15, 19, 22, 24
    - iii. Wrestling – 1, 4, 6, 14
    - iv. One Act – 18, 20, 20, 25, 25, 26, 50
    - v. Speech – 5, 7, 10, 10, 12, 15, 20
9. Student Survey (60 responses)
  - a. Don't like sports – 48
  - b. Working instead – 23
  - c. Rather be at home - 13
  - d. School day is too busy – 6
  - e. Other answers include: transportation issues, family obligations, I'm already in too many activities, One Act is too early, farming

# Elementary Administrator Report

- HUGE Shout-Out to Brian Evans, Carrie Hansen, and Sarah Augustin for the Elementary Winter Concert!
  
- Long Term Sub SHOUT-OUTS
  - ◆ Shane Pavlik
  - ◆ Mary Gillespie
  - ◆ Kelsey Vrbka
  - ◆ Rachel Siffring
  
- MAP Testing
  - ◆ Reading
  - ◆ Science
  
- Acadience Testing
  
- November AR
  
- Principal's Conference
  
- PBiS in the Elementary Building
  
- Math Programs
  - ◆ Envisions
  - ◆ Bridges
  - ◆ Math Expressions

Shelby-Rising City Schools  
Secondary Board Report  
December 13th, 7:00 pm

### 1. November Husky Recognition Rally- December 1st

The November Husky Recognition Rally was held on Wednesday, December 1st. A number of students were recognized during the rally including our Believers and Achievers local recipients, Fall Academic All-State recipients, and our One Act team, as a number of members have received acting awards throughout the season. Congratulations to all these students on their outstanding accomplishments and success!

#### November Students of the Month



- 6th- Jordie Schindel
- 7th- Yerlin Hernandez Estrada
- 8th- Kreyten Zimmerman
- 9th- Taya Pinneo
- 10th- Gavin Ohnemus
- 11th- Cohen Calahan
- 12th- Wendy Godejohn

### 2. November Staff of the Month

Thank you for your hard work and dedication to our staff and students!



Innovation-Laci Rutherford  
Integrity- Sarah Hernbloom  
Accountability-John Schoenrock  
Service- Wendi Sanley

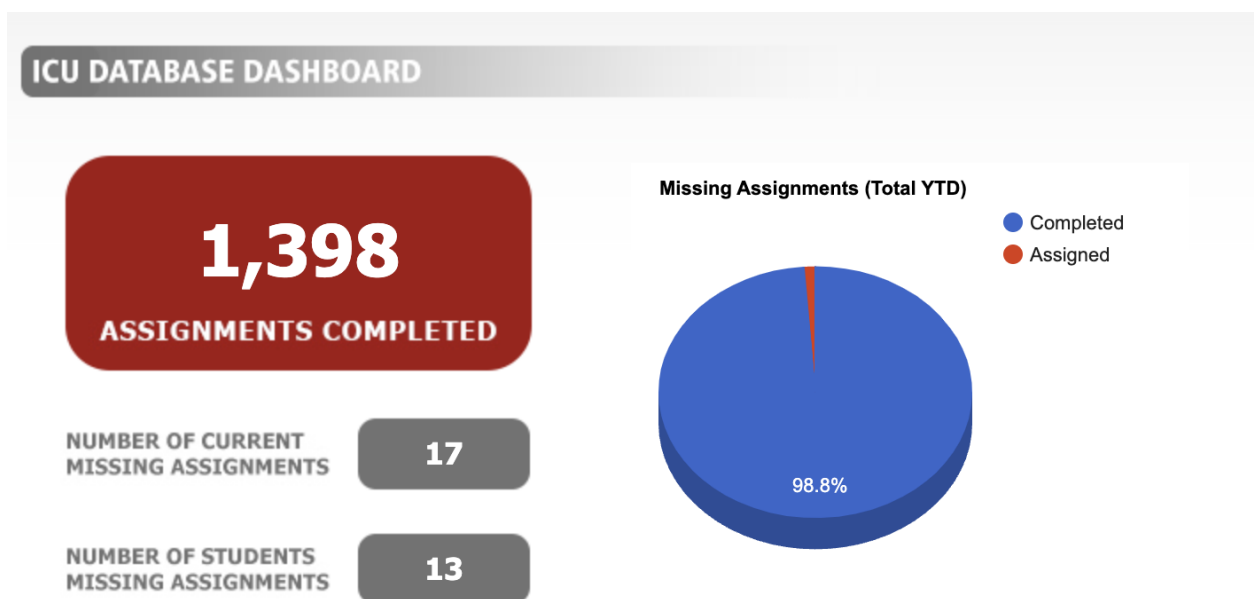
### 3. NSCAS Winter Pilot- December 8th

- Our 6-8 students completed assessments in Math & ELA
- Overall, testing went fairly smoothly. One issue we ran into was a small group of students having their test in Spanish.
- Allowed for students to utilize the testing platform, which included new testing tools.
- Teachers were able to manage the new platform and access individual score reports.
- We will input individual scores into our SRC Student Data.
- Students will take the NSCAS Spring Operational in ELA and Math in the Spring, along with the Science Summative assessment.

### 4. State Principals Conference- December 10th

I attended the 2nd day of the conference and it was a great day of professional development and networking. Many of the sessions, including the keynote, focused on restorative practices with discipline and honing in on teaching social skills and self-regulation. In all, these sessions really challenged my thinking on traditional discipline. Another session focused on productivity and wellness practices as school leaders and making sure we are taking care of ourselves. Overall, it was a great day and I appreciate the opportunity to attend.

### 5. 1st Semester ICU Update



- We are about 600 assignments less than we were at this time last year.

- We will be utilizing the mornings of December 20 and 21st for any students that have any assignments on the list to come in and work with the teachers.
- At our last staff meeting, teachers completed a Give One to Get One activity where they shared ideas about a grading practice they have changed this semester. A lot of great ideas!
- Next PD day (January 4th), all staff will be together to begin working on our grading practice belief statements. Continuing to encourage our teachers to ensure that every assignment is connected to a standard.

# S-RC Superintendent's Report

*BOE Meeting: December 13th, 2021*

## Finishing Strong

"When we make progress quickly, it feeds our emotions. Then, when there's a period of waiting or we hit a plateau, we find out how committed we really are and whether we're going to see things through to the finish or quit." – **Joyce Meyer**

We have been doing a great job throughout the start to this year and can't believe that we are in the month of December and down to four days until we wrap up the first semester. Our staff has done an amazing job from day one to where we are now. I am always amazed by our dedication from our staff and I truly believe we have people that want to be here.

Our students continue to have fun while also learning in class. They understand the expectations of their teachers and will do what they can to pass and go beyond that. I am proud of how they treat others and the way they are social with each other.

In the end, there are items that we can always approve on but the data is showing that we are moving in the right direction. Thank you for your support for our district. The teachers are looking forward to the 20th & 21st and it will be a great opportunity for them to wrap up S1 as we move into S2! Our goals below have been an improvement in my eyes.

Our two goals for this quarter as a staff:

1. Connect with all of our students again and remind them of what we can accomplish together.
2. Lead by example

## New Website Look!

Take a look at our website with some quick link buttons on the front page! You will notice ESSER 3 funds items and those are there for both the requirements from NDE and also transparency with our public. Let me know if you have any questions!



<https://www.shelby.esu7.org/>



## State Education Convention

### Take Aways

- Teacher Shortage - Do our part as a school to promote a great profession and how you can make an impact. The colleges need to do their part as well (my opinion).
- Student internships within the school - can we create opportunities for our students to sell to the public or fellow peers?
- School Safety - where are our holes and how can we be prepared for the future?
- Dealing with stress- what can we do as a school to limit or provide better for our students? for our staff? for our communities and its citizens?
- Effective Superintendent Evaluation - Reflective conversations and the importance of the evaluation tool, protocols and procedures for all involved.
- Pain in the app 7.0 - social media is a scary spot for students, staff



## NDE Update

- [Math Standards](#) being updated at some point. Currently in the reviewing of public input.
- Many concerned individuals across the country about the Health Standards but I don't see that coming to fruition.



## New Hires at SRC

We would like to welcome the following who are new to our team!

1. Jacky Strong started today as our new line cook.
2. Deanna Blackburn started as a para in our elementary who will be assisting with our PK as we are adding another few students who will need assistance.

and parents throughout our district.



### **Staff Evaluations are done for the 1st semester**

Proud of our principals for getting all of their evaluations completed and their feedback in a quick and timely fashion.



### **CRC Superintendent Meeting**

- CRC bball tournament is in York
- Future CRC tournaments may not be in York so if that is the case, we are going to try and host here.
- JH band and choir dates



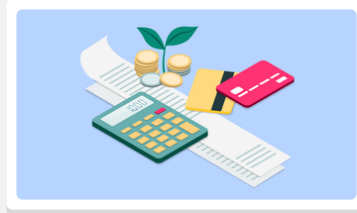
### **ESU 7 Superintendent Meeting topics**

- Sub shortages
- How to better communicate to our communities
- Things changing with future legislative movement but education is obviously the top priority.



## K-12 One-Act Performance

Great dress rehearsal happened for our students and very proud of our students for their participation and dedication! They did great at districts but had some tough judges!



## Expenses from past month:

1. Hudl Assist and Cameras
2. Fixing of an electronic part on 11' bus - 2400
3. Fixing of snow blade - 1400
4. Compressor for fridge - 1000
5. Apptegy - 4330
6. Mimeo Boards and Tv's -



## ESU are no longer considered cooperatives but known as consortiums.

Just a new wording because of NDE but we will be having ESU help us with our funds in the following categories:

- Title 1
- Title 2
- Title 3
- IDEA/ARP
- Perkins/CTE reVISIONS grant



## Collective Bargaining will be officially signed today

Great meeting between both parties that was to the point. Credit to both sides for the transparency and being reasonable for the big picture of our district. Thank you to all parties involved.



## NDE Requirements have been submitted before their January Due Date

- Counselor and Library/Media Specialists not endorsed (we are good)
- Capital Asset collection with FNCM



## Upcoming due dates:

1. 20-21 Early Childhood Education Grant Programs
2. Substitute Teacher Collection (12/15)
3. Response to the Letter to Management (Jan. 31, 2022)

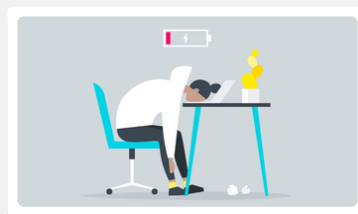
## New photographer

We will be moving forward with a new photographer for the 22-23 school year.



## ESSER Reimbursement

\$52,648 will be deposited in around 30 days.



## ESSER II Update

- Funds Reimbursed = 49,610
- Funds Pending = 109,815.85
- Funds Remaining = 41,161.15



## General Fund Totals and %

Will be in for next months board meeting.

# Financial Update:

- % of the budget spent; % of the fiscal year completed. % of year remaining and % of budget unspent.
- Through October 2021, we have spent % . At this point in 2020 (%) and in 2019 (%) had been spent.
- Actual Year-To-Date Expenditures are \$
- Compared to (\$) last year, (\$) two years ago and (\$) three years ago.
- The current cash balance in the General Fund is \$
- In 2020 at this time, the balance was (\$) and in 2019, the balance was (\$).

**SIMPL**  
Service Implementation Model Process and Log

LOG OUT | MARCIA

Select Year August 2020 - July 2021

HOME | **SCHOOLS** | ESUs | SERVICES | REPORTS | ADMIN | ABOUT

School Details: Shelby - Rising City Public Schools [Edit School](#)

Metric	Value
SERVICES PLANNED	54
SERVICES ACCESSED	51
SERVICE RECIPIENTS	892
SERVICE HOURS	744
DOLLARS SAVED THROUGH COOPERATIVE PURCHASING (2019 - 2020)	\$4,023
DOLLARS SAVED BY USING ESU SERVICES	\$59,016.00

**SERVICE DELIVERY TYPES**

- ESU Hosted
- School Hosted
- Video Conference

2020-2021 Service Plan

2021-2022 Service Plan



**COMING UP**

## What is coming up?

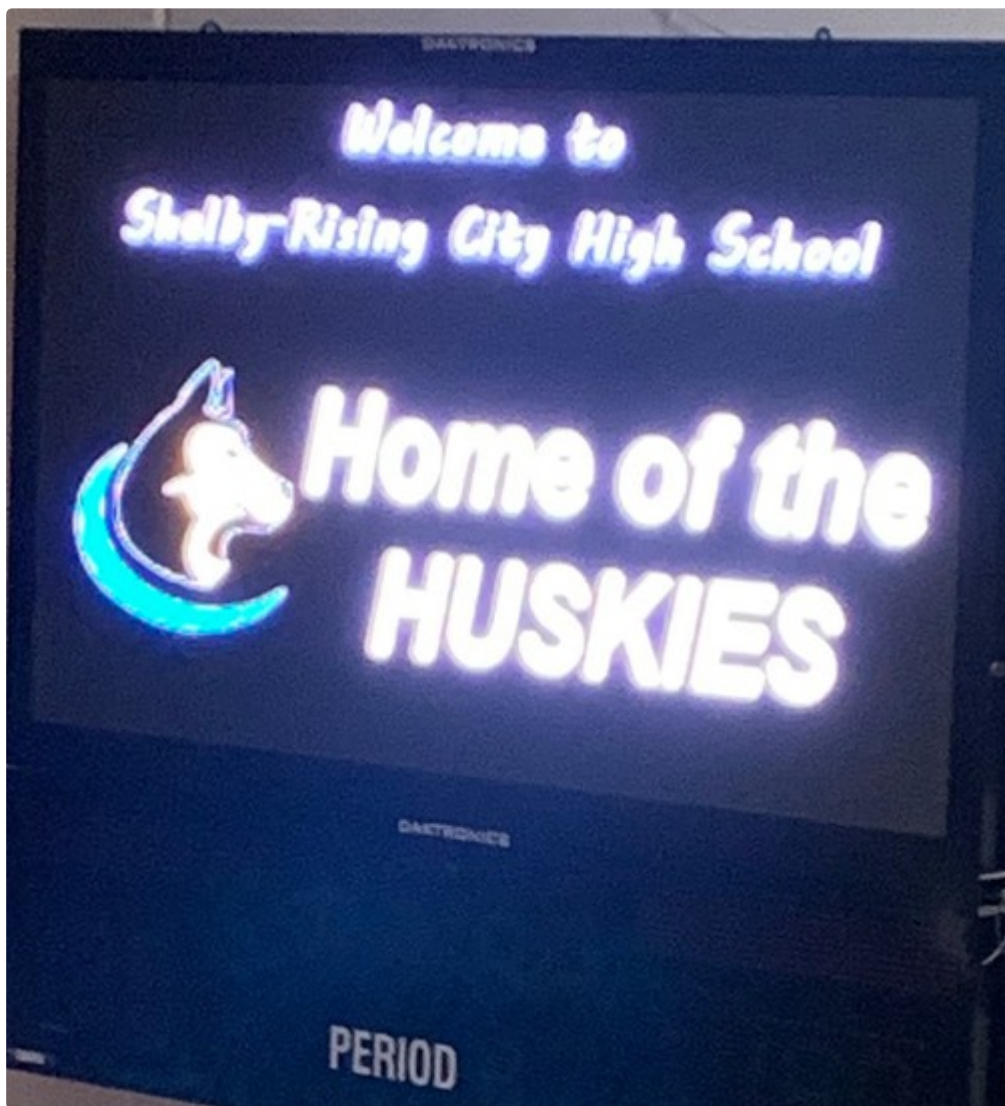
### December

- 2nd - CRC Superintendent Meeting
- 4th - District One Act
- 7th - K-5 Winter Concert
- 9th - 6-12 Winter Concert
- 22nd-4th - Winter Break



## Advertising

SRC is now offering business advertising packages for entire school year! Package would include logo & ad on video board, business name in programs for all home athletic contests, & a yearbook ad. If interested, contact Mr. Trofholz 402-527-5946 or email [ttrofholz@shelby.esu7.org](mailto:ttrofholz@shelby.esu7.org)



Days Worked: 110 (November 15th)



## **December Board report**

The 17 mimio boards have come in and are awaiting installation. We are in the process of getting apple tvs for a couple of rooms and a couple of tvs. We also have a new tv in and just needs installed for the academic area as the old one quite working.

We are working with the library to provide internet and tech support for the library. This will help them have more speed for their internet and more consistent tech support while having them pay a fee for the use of the internet and later filtering.

We are in the process of ordering a replacement server for one that is over 7 years old. We will be moving services currently on the old one to the new along with adding a couple of new services.

## December Maintenance Report

Bus Issue: Bus 11 (Cow Bus) has a blown engine. We can do either one of the following options:

1. Replace the motor
2. Buy used (Not sure what state these are located)
  - a. S1777-2020 Thomas C2  
Pass-71  
Mil-9,117  
Eng-Cummins  
BRK-Air  
Price=\$87,000
  - b. S1780- 2020 Thomas C2  
Pass-71  
Mil-10,419  
Eng-Cummins  
BRK-Air  
Price-\$86,000
3. Buy new
  - a. 2022- Thomas C2  
Pass- 65  
Mil-NEW  
Eng- Detroit  
BRK- Air  
Price- \$97,650

Snow removal update:

The snow pusher is owned by Larry Tworek and he has let us use it for about 5-6 years. In doing so, I have been having our local welder work on it each year to “beef it up.” That snow pusher was a prototype that Behlen’s wanted to have Larry try out. When I was using it, it wore quickly because it was not built heavy enough for the amount of concrete I was covering. This is why I had our local welder working on it every year. There is a patron of our district that didn’t think I was spending taxpayer money correctly by doing this. Here is my proposal to fix this problem.

Option #1- Buy Larry’s pusher for \$700 and then we own it ourselves and use it until it can’t be used anymore.

Option #2- Buy a new pusher \$3585



Option #3- Buy a blade/pusher combo \$10,585



### CRC Classified Salary Comparisons

School	Custodians			Kitchen			Paras			Bus Drivers		Secretaries		
	FTE	Wages	Benefits	FTE	Wages	Benefits	FTE	Wages	Benefits	FTE	wage/route	FTE	Wages	Benefits
B-D 2021-2022 Updated April 13, 2021	1 FTE	\$18.22	sgle hlth/dental	2 FTE	\$14.36	fam hlth/dntl	7.5	\$15.90	75% Sgle	5	\$31.15/route	bookkpr	\$21.94	sgl hlth/dental
	2 FTE	\$18.22	EE&Sp hlth/dntl				0.5	\$15.70			\$18.54/activity hr	1	\$18.33	Fam Hlth/Sgl Dntl
	1	\$18.47							will be given option to purchase insurance	1	\$13.55 head of transport	1	\$14.56	75% Sgle
Cross County updated 4/26/2021	Head Main	\$71,600	Wife has insurance	Head C	\$21.00	Single insurance/dental for head cook	13	\$12.50-22.00	none		No bus drivers	1 Bookkeeper	\$22.00	Single ins./dental
	3.5	17.50-\$22.00	Single hlth/dental	3.5 staff	\$15.00-\$17.00							3 Secretaries	\$19.00-24.00	None
Dorchester 2021-2022 updated 4/14/21	Head	\$23.26	single hlth/dental	Head	\$17.50	no ins	8	\$13.13-\$14.89	n/a	2				
	asst	\$20.44	single hlth/dental	asst	\$13.52	no ins					\$24.50/ hr 4 hrs. guaranteed/day \$10.25 down time activity	Bookkeeper	\$21.20/hr	single hlth/dental
				asst	\$13.00	no ins						Secretary	\$19.44/hr	single hlth/dental
East Butier 2021-2022 Updated 8/31/21	6	13.26-25.31	single hlth/dental	4.5	10.73-16.00	single hlth/dental	16	13.47-16.84	single hlth/dental	7	1,608.65/Mo 10.73 hour/act. trip single hlth/dental	5	13.47-21.07	single hlth dental
E/M updated 2/4/2021	Ex-1	\$31.10	full ins	Exeter	\$21.68	no ins	Ex-2	12.24/13.35	None		Contract all bussing	Ex-Bkkper	\$29.11	Full ins
	1	\$14.42	single ins	Exeter	\$11.67	no ins	Mil	\$14.46	None			Milligan	\$10.75	none
	0.3	\$11.31	no ins	Exeter	\$11.31	no ins			None					
	M-0.5	\$14.85	single ins	Mill-0.5	\$14.85	single ins								
Giltner (2019-20) updated 1/16/20	head	\$20.00	full insur.	head	\$15.50	none	8	12.50-14.75	none	3	\$37 per route/\$10.50 per hour activity	1	\$16.25	full family
	1	\$13.00	Single Ins.	2	12.50-13.50	None								
Hampton 21-22 updated 5/18/21	1	\$3310.73 a month	Single Ins.	1	\$17.38	Single Ins.	4	\$11.85-\$12.81	No Ins.	2	\$36 a route/\$12.80 per hour activity driving	1	\$18.41	Vision Ins. only
	0.5	\$17.38	No Ins.	0.5	\$13.80	No Ins.								
High Plains (19-20) updated 4/5/21	4 (40hrs)	13.25 - 18.00	full insur.	3.5 FTE	11.06-15.26	1/2 sing. Ins	9 (37.5hrs)	10.60-16.08	1/2 sing. Ins.	4	\$34 a route \$13/hr activity route	1 (40hrs)	\$19.50	Full Ins
												2 (10 mo)	12.98/15.94	
McCool (2020-2021)	2	14.33-14.87	No insur.	2	13.53-13.79	No Insur	7	13.52-14.33	No Insur	4	75.5 per day - two routes	3	\$17.75	sin. Ins.
	1	\$55,608.00	fam hlth			1 Head Cook @ \$16.86 No Insur								
Meridian20-21 updated 7-12-21 Not going to change but	1	\$55,705.00	Em&Sp H&D	Head	\$16.88	80% Single	2	\$12.62	80% Single	5	\$42.90/route (2 routes per day)	1	\$3,058 Month	Em H&D
	1	\$16.48	Single Ins.	1	\$11.67	80% Single	2	\$11.67	80% Single		\$16.12/hr activity	1	\$17.51	80% Single
	3 summer	\$9.50	none	0.3	\$12.10	none	1	\$13.47	80% Single			1	\$14.86	80% Single
							1	\$12.25	80% Single		\$32.51/SPED route (1 route per day)			Adding 80% single insurance
Nebraska Lutheran updated 5/13/2021	1	\$18.00	none	1 head	\$17.00	none	none			1	Teachers do this, no extra pay	1	\$18.50	none
	0.5	\$13.50	none	1	\$14.00	none					no routes, just activities	1	\$18.00	none
				1	\$13.25	none								
Osceola (20-21 wages) updated 7-7-2021	1	\$22.22	Family	1	\$17.10	None	7	\$12.00-\$13.00	None	3	\$72.96/day route (2 trips)	2 part time	13.70/14.71	None
	1	\$14.88	Emp	3	11.22-12.00	None	2	\$13.00-\$16.50	None		\$9.00 wait/clean time	Bookkeeper	\$19.45	Employee
	1	\$18.31	Emp								\$41.10/activity trip \$.20/overage miles	1	\$15.92	Single
	1	\$15.57	None											
Shelby-Rising City 21-22 Update 5/14/21	Head 1.0	\$66,468	Full Single or Cash in-lieu + Transportation Dir.	1 Head	\$16.65	None	14	\$9.50 to \$15.00	None		Bus Maintenance/Repair / \$18.65 Hour	Bookkeeper	\$21.88	None
	Cust. 1.0	\$19.35	Employee Only	1 Asst	\$14.20	None		Yearly increase based on CPI usually 3-5%			Route / \$80 Day (\$40 per route)	HS/MS	\$19.35	Employee
	Cust. 1.0	\$13.35	Employee Only	1 Asst	\$12.15	None		1:1 Para gets \$1/Hour added to their base rate			activities-Van-Shuttle / \$12.65/Hr	Activities/Lunch	\$15.00	None
	Cust. 1.0	\$13	Employee Only	1 Asst	\$12.15	None		FTE's= Title 1.0; SPED 9.0; Elem Reg 4.0				ELEM.	\$17.15	None
Shickley updated 2/18/20	Head Hd.	\$11.77	Full	1 hd 2 asst.	\$13.11/11.28/10.00	Hd-emp & sp	7	11.50-12.35	none	3	\$30/route	1 head	\$25.31	full
	Maintenanc e	\$18.14	Full	1 hd and 2 assist	16.40 (head). 11.32 assist.	Head: offered full or increase in pay		10.25 to start				1 assist	\$13.01	full

2021-22 Sub Teacher Pay					
School	Updated	Half day	Full day	Long term	Specifics on Long term
B-D	4/16/21	\$60	\$120	\$135	
Cross County	7-12-21	\$60	\$120	1/185th contract	
Dorchester	7-12-21	\$69	\$137	\$205	<u>1/185th of the base salary per day after 10 consecutive days</u>
E-M	4-15-21	\$65	\$120	\$145	After 10 consecutive days for same teacher, goes to \$145 per day
Nebraska Lutheran	4-16-21	\$60	\$120		
East Butler	7-13-21	\$68	\$135	\$150	After 10 consecutive days = \$150.
Giltner	2/25/20	\$60	\$120	\$195	After 10 consecutive days = 1/185th of base pay for teacher being subed for.
Hampton	7/12/21	\$65	\$130	\$155	After 10 consecutive days = \$155 a day
High Plains	4/15/21	\$60	\$120	1/185th	After 8 consecutive days= \$206.76
McCool Jct	2/25/20	\$60	\$120	\$140	
Meridian	2/25/20	\$65	\$120	\$200	After 10 consecutive days = 90% of 1/185th of base pay
Osceola	4/15/2021	\$65	\$120	\$160	After 10 consecutive days = 80% of 1/185th of base pay
Shelby-RC	7/12/2021	\$60	\$120	\$197	Starting on Day 16 of consecutive coverage, 1/185th of Base
Shickley	7-13-21	\$60	\$110	\$120	
Average		\$63	\$122	\$164	

**MENTS**

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18-80 h.p. with backhoes.  
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**Carroll Bohaty**  
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[www.thebanner-press.com](http://www.thebanner-press.com)

**DAVID CITY PUBLIC SCHOOLS**

**Bus Route Drivers**

- Bus Route Drivers needed starting Jan 4, 2022
- Excellent part time income
- \$40.00 per AM or PM route (2 hours each)
- \$18.00 per hour for activity trips
- Single health (\$1050 deductible) and dental insurance provided
- 9 paid holidays and 20 hours of PTO
- District pays for licensing expenses and required training
- No summer hours
- Background check required

- Adding back 5 day vacation days  
- Activity trips = \$14

**POLK COUNTY CLERK**  
**PO Box 276**  
**Osceola, NE 68651**  
**(402) 747-5431**

Debra S. Girard  
County Clerk

Linda Augustin  
Deputy County Clerk

November 24, 2021

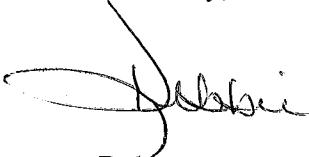
Dear Superintendent of Schools:

The enclosed certification has been partially completed using information in our records from the 2018 elections. Please verify the accuracy of the information. This data will be used to generate the required Notice of Election and to determine the incumbents in the upcoming election cycle.

Please sign and return the certification to our office no later than January 5, 2022.

If you have any questions or need any further information, please let us know.

Sincerely,



Debra S. Girard  
Polk County Clerk

Enclosure

# CERTIFICATION

*(Due in the Office of the Polk County Clerk no later than January 5, 2022.)  
For Village, Township, or Weed Board: Due no later than June 15, 2022.*

**Return to:** Polk County Clerk, PO Box 276 Osceola, NE 68651

Pursuant to Nebraska State Statute 32-404(2), the governing board of each political subdivision which will hold an election in conjunction with a statewide election shall certify to the County Clerk the name of the subdivision, the number of officers to be elected, the length of the terms of office, the vacancies to be filled by election and length of remaining term, and the number of votes to be cast by a registered voter for each office. The certification must be completed in full. If you have any questions regarding the certification, do not hesitate to contact our office.

Subdivision Name	Number of Vacancies	Election(s)	Number to Vote for
<input checked="" type="checkbox"/> School District <u>32</u>	<u>3</u>	Primary/General	<u>3</u>
<input type="checkbox"/> City of _____	_____	Primary/General	_____
<input type="checkbox"/> Village of _____	_____	General Only	_____
<input type="checkbox"/> Airport Authority _____	_____	Primary/General	_____
<input type="checkbox"/> Mayor of _____	_____	Primary/General	_____
<input type="checkbox"/> Other _____	_____	Primary/General	_____

Office to be elected	Term length	Present office holder's name	Salary, if any
<u>Member, Board of Education</u>	<u>4 years</u>	<u>Christopher Whitmore</u>	<u>N/A</u>
<u>Member, Board of Education</u>	<u>4 years</u>	<u>Jeffrey A. Kuhnel</u>	<u>N/A</u>
<u>Member, Board of Education</u>	<u>4 years</u>	<u>Jackie Sliva</u>	<u>N/A</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

11/30/21  
(Date)

  
\_\_\_\_\_  
(Signature of Certifying Officer/Title)

**Entity Name** Shelby-Rising City Public Schools      **Contact Person** Tucker Tejkl  
**Email** ttejkl@shelby.esu7.org      **Phone** \_\_\_\_\_  
**Address, City, Zip** 650 N. Walnut, Shelby, NE 68662

# CERTIFICATION

**\*\*32-404 December 1<sup>st</sup> Notice of Filing Deadlines\*\***

January 5, 2022 Candidate Filing Starts  
 February 15, 2022 Incumbent Filing Deadline  
 March 1, 2022 Last day for Non-incumbents to file

July 15, 2022 Incumbent Filing Deadline for Villages, Townships, Weed Boards  
 August 1, 2022 Last day for Non-incumbents to file for Villages, Townships, Weed Boards

32-608 (4) No filing fee shall be required for any candidate filing for an office in which a per diem is paid rather than a salary or for which there is a salary of less than five hundred dollars per year. No filing fee shall be required for any candidate for membership on a school board, on the board of an educational service unit, on the board of governors of a community college area, on the board of directors of a natural resources district, or on the board of trustees of a sanitary and improvement district.

List all precinct name(s) and fully describe any portion of a partial precinct using Section, Township and Range or other landmarks. Please be specific in your description of the district (subdistrict or subdivision) as your description establishes the boundaries for eligible voters. Our office uses this information to prepare ballots and determine which voters receive ballots for this office. If the information is not accurate, voters may not receive the ballots to which they are entitled. **Maps must also be attached for clarification** (§32-1203); however, maps cannot take the place of the narrative. If you have a GIS shapefile, please provide that in addition to the required written legal description and maps. Additional copies of this form may be made and attached as needed. **\*Requests for adjusting election boundaries must be provided to the county election office no later than December 30, 2021.**

*Have the boundaries changed since the last election for this district?*

YES

NO

Precinct Name(s)

District Boundaries




2022 THOMAS SAF-T-LINER C2

65 PASSENGER SCHOOL BUS

(w/ maximum knee clearance)

PURCHASE PRICE.....\$97,650.00

Demo unit

Available for immediate delivery

Subject to prior sale

**AIR CONDITIONING**

Driver's in dash air conditioning system works with heat and defrost controls and includes driver's dash vents.

**AIR INTAKE**

Donaldson PowerCore air cleaner with 32,000 mile /24 month service intervals. Air intake warmer

**AIR RESTRICTION INDICATOR**

Engine compartment mounted air restriction indicator

**ALTERNATOR**

Leece Neville 240 AMP 12 Volt pad mounted with automatic spring-loaded tensioner

**AXLES**

10,000 LB Set Back Single Front includes oil lubed hubs

21,000 LB Single Rear Axle

Magnetic rear axle drain and fill plug. Ratio 5.22 Geared to run 75 MPH

**BARRIERS**

(2) 39" barriers covered with Proform fire block upholstery and right-side modesty panel.

**BATTERIES**

Dual Alliance 1500 CCA - skirt mounted battery box with slide out tray, frame mounted.

**Battery cut-off switch included.**

**BODY PANELS**

Exterior 20 gauge galvanized- Interior 22 gauge Galvalume from belt line to seat rail

**BRAKES**

Drum air brakes front and rear. Bendix AD-9 heated air dryer. Heated automatic moisture ejector on wet tank. Automatic slack adjusters

**BUMPER**

Heavy duty front swept back style matching the hood shape. Rear bumper is 1.6 times stronger than triple profile bumpers. Bumper is formed in shape of roadside guardrail and is tucked into side skirts to prevent catching. 3/16" plate steel with .5369 sq. in. section modulus.

**CELL PHONE CHARGE PORT**

12 volt charger located at driver's dash

**CLIP BOARD STORAGE**

Convenient holder for clipboard, notebook, etc. right of driver.

## **COOLING SYSTEM**

Aluminum core radiator equipped with Mylar tank for easy coolant level visibility. All radiator hoses are Gates heavy-duty hoses with constant torque spring clamps. Long life coolant protected to -40 (5 years/150, 00 miles) 25" cooling fan with 9 nylon blades with viscous fan clutch. Low coolant sensor light

## **CONSTRUCTION**

Eight ply rubber body to frame insulators on each cross member. Double bolted body to frame clips. Stamped one-piece wheel wells to reduce dust and water leaks. 14 gauge Galvalume U shaped side skirt reinforcements. Two crash rails installed between interior and exterior roof panels. Roof bows extend below floor line. Interior floor bumper 2" steel plate. Rear body 14 gauge reinforcements. Dual 16 gauge Galvaneel roof rail stringers. Closed section, box type, rear corner post design. Automotive style firewall. Header system achieves 1100 lb. push out force for each window

## **CRUISE CONTROL**

Switches dash mounted

## **CUP HOLDER**

Dual (2) cup holder right of driver

## **DASH GAUGES**

Speedometer, Odometer, Tachometer, Hour meter, Voltmeter, Oil pressure, Fuel, Trip meter, Ammeter, Water temperature, Transmission temperature, High-low beam indicator, turn signal indicators, low coolant light, low oil pressure or high coolant temperature warning light and buzzer

## **DEF TANK**

11.5 gallon tank w/ locking door

## **DIAGNOSTICS**

SAE 9 pin diagnostics interface connector mounted under dash, electronic engine integral warning and derate protection system

Dash mounted diagnostic panel for electrical system

Multi-plex electronics

## **DRIVER'S COMMAND CENTER**

Mounted left of driver with up to 24 rocker switches with LED backlighting for electrical equipment with rheostat control switch.

## **DRIVELINE**

SPL 100 Dana Spicer main drive line has computerized angle alignment. Lubed for life splines that are booted to prevent contamination from water and road debris. Iron flywheel housing.

## **ELECTRICAL SYSTEM**

12-volt system with color-coded and numbered wiring with matched weatherproof connectors. All that passes through metal is grommeted. ECMs are chassis frame mounted. Automatic circuit breakers protected by solid-state technology. Switches are rocker type design and provide "Smart Switch" technology that can be repositioned without rewiring or reprogramming.

## **ENGINE**

**Detroit DD5 - 240 HP - 660 lb/ft torque** turbo diesel  
750 watt block heater w/ plug in mounted in bumper  
Heated fuel/water separator. Viscous fan drive.

## **ENTRANCE & REAR DOORS**

**Air operated** outward opening entrance door with 3 position switch and keyed vandal lock system installed. **Upper glass is thermal pane/storm glass.** Four inch header pad installed above door. 86" high clear opening. **Assist handrails at both sides of entrance steps.**

Rear door is located in center rear with 32" x 23" top glass and 32" x 14" bottom glass with protective shields to keep hands and fingers away from sliding components. Sliding bolt vandal lock included.

## **ESC**

Electronic Stability Control is a computerized technology that improves a vehicle's stability by detecting and reducing loss of traction and skidding.

## **EXHAUST**

Single right hand horizontal muffler with horizontal tail pipe

## **FENDERETTES**

Mounted over rear wheel wells

## **FLOOR COVERING**

5/8 Plywood floor covered with heavy-duty **gray vinyl.** All floor seam separations sealed and covered with durable rustproofed metal stripping. Cove molding along the wall. Molded rubber wheel housing covers. Rubber covered entrance step also have white nosing installed. Entire floor is sealed with adhesives

## **FRAME**

Dual C channel main frames, full length made of 5/16" x 3" x 10 1/8" steel frame 50,000 PSI, powder coated finish. Class 8 truck type 7.5 "x 33.5" reinforced cross members. Tow hooks front and rear

## **FUEL TANK**

**60 gallon capacity** safety mounted between frame rails and behind rear axle with protective cage and rear skid plate gives added protection against damage in the event the vehicle is backed over an object. Includes hinged/locking fuel tank door.

## **GLOVE BOX & STORAGE**

Large storage compartment located above driver.

## **GVWR (Gross Vehicle Weight Rating)**

30,000 lbs.

## **HEATERS/DEFROSTER**

93,000 BTU left front, 53,000 BTU step well, 84,000 BTU rear left side, 84,000 BTU mid bus, left side. Automotive style 4-speed front heater dash vents with automotive style electronic dash mounted controls. **Booster pump**, removable filters, shut off ball type valves. Full width ducted air for windshield, driver's window and entrance door glass. (2) Defroster fans mounted over driver's window and windshield.

## **HEADROOM**

78" Interior height

## **HOOD**

Sloping hood design for over the hood visibility at 11 ft. Splashguards are hood mounted for easy engine access. **Chrome grill** is removable for easy serviceability and hood includes integrated plenum with two expulsion valves to remove moisture and contaminants

## **HORNS**

Dual electric with center steering wheel activation

## **INSULATION/NOISE REDUCTION PACKAGE**

1.5 "Fiberglass in ceiling, bulkheads, walls, 2" thick fire resistant thermo-bonded polyester insulation in rafter cavities, sound abatement package, and undercoating. **Full Length Acoustic Ceiling.**

## **LETTERING**

As required by Federal and State requirements in black block lettering including capacity, SCHOOL DISTRICT NAME in 6" black letters. Unit numbers as needed. Yellow reflective striping as required by state regulations.

## **LIGHTS**

Halogen extended life headlights with daytime running lights, driver's dome light on separate switch, dual row of dome lights on separate switch.

LED Clearance/Marker- red rear/amber rear, back-up- clear, stop/tail- red.

LED Marker/Cluster

LED side mounted turn signals on fender and side panels

Warning - halogen eight lamp warning system flush mounted.

Stepwell light.

Strobe Light

Exterior Board Light – skirt mounted outside entrance door

## **LIGHT MONITOR**

Displays function of exterior lights from driver's area

## **MANUALS**

Printed operator's maintenance manual including electrical troubleshooting guide, web based service and parts access. Line set ticket

## **MIRRORS**

Open View 7" X 10" **Remote Control - heated/self-defrosting** rearview mirrors; Heated cross-view mirrors with tripod, **stainless steel brackets**. Interior 6' x 30"

## **MUD FLAPS**

Heavy Duty Front and rear

## **PAINT**

Exterior painted National School Bus Yellow with black trim using lead free urethane PPG paint, interior painted light gray, undercoated chassis.

## **PARCEL RACKS**

Interior tubular type parcel racks above windows w/ padded ends

## **PV - 360 (PERIMETER VIEW)**

The Perimeter View 360 Camera package provides the state-of-the-art intelligent camera system providing an exterior surrounding view of the bus. The PV360 delivers a crisp, real time video image of "Danger Zones" to maximize awareness. The PV360 utilizes four super wide-angle cameras installed in the front, at the back, and on the left and right side of the bus, accomplishing full visibility for the driver. The images are blended together to provide a "Bird's Eye" view display on a 10" monitor integrated into the 6" x 30" mirror

## **RADIO**

AM/FM with six (6) interior speakers and PA system.

## **ROOF HATCHES**

Two (2) Transpec roof hatches installed in self-sealing pre-cut panels

## **RUB RAILS**

Four (4) exterior side rub rails located at window level, seat level, floor, level, and bottom skirt. Seat rail is one piece formed to length, 14 gauge Galvalume. Sealed with Saf-T-Bond structural adhesive.

## **SAFETY EQUIPMENT**

(2) Nebraska first aid kits, one mounted front and one at rear of bus. 5 lb chemical type fire extinguisher, moisture proof body fluid clean up kit, triangle safety kit.

### **SAFETY SOLENOID SWITCH**

Single switch for complete shutdown of all heaters and radio at railroad crossings

### **SAF-T-VUE WINDOWS**

Upper and lower pane 352 square inches, located in front of the entrance door to provide vision of the blind spot by the right front wheel without the use of a mirror.

### **SEAT/DRIVER**

National high back adjustable **Heated - Air Ride** seat with three-point retractable shoulder harness, dual armrests, and adjustable lumbar support.

### **SEAT/PASSENGER**

(19) 39" & (1) 26" passenger seats covered with 42 oz. Proform leatherette fire block material and pivot cushion for cleaning. Powder-coated frames

### **STEERING**

Full power steering. Gear driven hydraulic pump. 19" diameter padded full floating **Tilt/telescoping steering wheel.**

### **STOP ARM**

Power electrically operated stop arm with wind guard. Highly reflective and equipped with high intensity **LED lights.** Controlled by an electric switch and door operation in conjunction with 8 lamp warning system

### **SUSPENSION**

Front: 9,000 lb. taper leaf with maintenance free rubber bushings and spring wear pads  
**Rear: 21,000 lb. Airliner Air Ride**

### **TIRES**

(2) Hankook 11R22.5 front - 14 ply  
(4) Hankook 11R22.5 M/S rear - 14 ply

### **TRANSMISSION**

Allison 2500 PTS - 6 speed automatic O/D

### **UNDER CARRIAGE LUGGAGE BAY**

Right Side - 100" Double-Door, mid mount

### **VENTILATOR**

Static type, non-closable

### **WHEELBASE**

259"

## **WHEELS**

**Accu-Lite 22.5 x 8.25 Polished Aluminum, 10-hole hub piloted**

Chicago Rawhide oil wheel seals

## **WINDOWS**

ABS automotive grade technology 12" high x25" wide opening split sash tempered glass. All side and rear passenger windows tinted, bonded, and banded. Four-tinted tempered push out windows; all interior and exterior window frames are flat black.

## **WINDSHIELD**

Automotive style one piece, bonded, and curved, slanted to reduce glare and breakage and provide maximum vision. The tinted safety plate laminated glass provides 3362 square inches of windshield area.

6" x 30" tinted visor over driver's windshield

## **WINDSHIELD WIPERS**

Electric, intermittent 5 speed heavy duty wet arm wipers. Bottom mounted overlapping automotive style pattern resulting in 1537 square inches of wiped windshield for safety. Wiper motor is accessible for service under engine hood.

## **WINTER FRONT COVER**

Yellow snap on cover for grill

## **WARRANTY**

**Thomas/Freightliner comes standard with a 3 year/50,000 mile bumper to bumper limited warranty....the best in the industry!**

Base: Limited 3 year bumper to bumper

Body: Limited 5 years on body

Engine: Limited 5 year/100,000 miles

Transmission: Limited 7 years/unlimited miles

Axles: Limited 5 years/unlimited includes king pins

## **ZONAR GPS TECHNOLOGY**

Included as standard equipment

Provides remote diagnostics

Detroit Virtual Technician Included **Free** for the 5-year warranty period

---

Corey Sundberg  
Truck Center Companies

---

date

# Truck Center Companies

2357 East 29th Ave  
Columbus, NE 68601  
(402) 564-7060

**Shelby Public**

Dec 7, 2021 07:28 AM

Home:

YMMS: 2012 Freightliner Bus Chassis - B2

Mobile:

Engine: Cummins ISB6.7 CM2250 6 CYL

Work:

License:

Email:

VIN: 4UZABRDTXCCBL5852

Odometer:

TYPE	DESCRIPTION	QTY	PRICE	RATE	HOURS	LINE TOTAL
Labor	DIAG CEL/MIL AGAIN	-	-	\$148.00	1.5	\$222.00
Labor	REPLACE ENGINE WITH DROP IN	-	-	\$148.00	30.0	\$4,440.00
Parts	REVIVA COMPLETE ENGINE	1.0	\$15,799.21	-	-	\$15,799.21
Parts	MISC GASKETS AS NEEDED	1.0	\$300.00	-	-	\$300.00
Parts	LOWER AND UPPER RADIATOR HOSE PIECES	4.0	\$69.63	-	-	\$278.52
Parts	BELT	1.0	\$31.69	-	-	\$31.69
Parts	ENGINE AIR FILTER	1.0	\$85.95	-	-	\$85.95
Parts	ENGINE OIL	8.0	\$14.93	-	-	\$119.44
Parts	COOLANT	6.0	\$10.01	-	-	\$60.06
Parts	FRONT AND REAR MOTOR MOUNTS AND HARDWARE	1.0	\$260.00	-	-	\$260.00
Parts	MISC HARDWARE AS NEEDED	1.0	\$150.00	-	-	\$150.00
Note	**ENGINE COMES WITH 2 YEAR WARRANTY, UNLIMITED MILES. EVERYTHING COVERED FOR THE FIRST 6 MONTHS. AFTER 6 MONTHS, NONE OF THE SENSORS ARE COVERED. AFTER THE 1ST YEAR, ONLY MAJOR ENGINE COMPONENTS- CRANK, CAM, BLOCK, HEAD, RODS, PISTONS.***	-	-	-	-	-
Labor	DIAG AND LABOR FOR EGR COOLER FOR FIRST REPAIR VISIT	-	-	\$148.00	6.5	\$962.00
Parts	EGR COOLER AND ASSOCIATED PARTS	1.0	\$1,182.31	-	-	\$1,182.31

Labor:	\$5,624.00
Parts:	\$18,267.18
Shop Supplies:	\$300.00
Hazardous Materials:	\$0.00
Labor Taxes:	\$0.00
Parts Taxes:	\$0.00
<b>TOTAL:</b>	<b>\$24,191.18</b>

Customer Signature:

**From:** Ammon Rich <[arich@midwestbussales.com](mailto:arich@midwestbussales.com)>

**Date:** December 8, 2021 at 4:03:36 PM CST

**To:** Steve Stewart <[steves@shelby.esu7.org](mailto:steves@shelby.esu7.org)>

**Subject:** !RE: Shelby-Rising City's wish list for a new/used bus

Hello,

First of all, thank you for reaching out to us. I am very happy to assist you and your school with your bus needs. So your in luck. We have some nice 2020 air brake buses on our lot that have less then 20k miles on them. I know the school that leased them take very good care of their leased buses and we have an excellent shop here that does a good job. I am going to send you a couple of options for you to check out. Let me know if you have any questions or concerns.

S1777-2020 Thomas C2

Pass-71

Mil-9,117

Eng-Cummins

BRK-Air

Price=\$87,000

S1780- 2020 Thomas C2

Pass-71

Mil-10,419

Eng-Cummins

BRK-Air

Price-\$86,000

Again let me know if you have any questions or concerns and I will be more then happy to help you.

Thank you!

**Ammon Rich**

**East/Southern IL Bus Sales**

Midwest Bus Sales, Inc.

O: 217-324-2119

C: 816-500-4517

[arich@midwestbussales.com](mailto:arich@midwestbussales.com)

18 Skyview Drive

Litchfield, IL. 62056



Hydraulic Snow Blade/Pusher Combo  
Field #4

**Skid Pro Attachments**  
 PO Box 982  
 Alexandria, MN 56308 US  
 +1 8773784642  
 sales@skidpro.com  
 www.skidpro.com



## Quote

**ADDRESS**

Steve Stewart  
 650 W Walnut St  
 Shelby, NE 68662

**SHIP TO**

Steve Stewart  
 650 W Walnut St  
 Shelby, NE 68662

**QUOTE #** 291102

**DATE** 12/08/2021  
**EXPIRATION DATE** 12/15/2021

**SHIP VIA**

LTL Freight

**PHONE**

402-527-5535

**SALES REP**

Dick

**EMAIL**

steves@shelby.esu7.org

ACTIVITY	QTY	RATE	AMOUNT
<b>Carrier Machine</b>			
John Deere 324 G			
<hr/>			
<b>0260101096</b>	1	2,795.00	2,795.00
8' Premier Snow Pusher, 2 Year Warranty			
<b>FFC</b>	1	95.00	95.00
Flat Face Couplers - Standard 1/2"			
<b>0260101096-01</b>	1	695.00	695.00
8' Pull Back Kit for Snow Pusher			
<b>Shipping</b>	1	411.00	411.00
Shipping – Business Address w/ Loading Dock or Freight Terminal			
<b>Discount</b>	1	-411.00	-411.00
***Customer Discount***			
			Subtotal: 3,585.00
<hr/>			
<b>HSBP132</b>	1	9,995.00	9,995.00
132" Hydraulic Snow Blade/Pusher Combo, 2 Year Warranty			
<b>FFC</b>	1	95.00	95.00
Flat Face Couplers - Standard 1/2"			
<b>ELC14JD</b>	1	375.00	375.00
14-Pin JD			
<b>Shipping</b>	1	520.00	520.00
Shipping – Business Address w/ Loading Dock or Freight Terminal			
<b>Discount</b>	1	-400.00	-400.00
***Customer Discount***			
			Subtotal: 10,585.00

Thanks for your business!

---

TOTAL

**\$14,170.00**

Accepted By

Accepted Date

Thanks for your business!



Snow Pusher  
Field Photo #3



**Steve Stewart**

to me ▾

📧 10:35 AM (3 hours ago)



Larry is willing to sell his pusher (The one we have been using for the past 5-6 years) for \$700

Other options would be with the quote attached. I was wondering if we should have this listed as a discussion item or not.

--



**Steven Stewart**

Head of Maintenance/Transportation at Shelby Rising City  
Public School

---

**A** 650 N Walnut St. Shelby, NE 68662

**P** 402-527-5946 x5008 **M** 402-366-7429

**E** [steves@shelby.esu7.org](mailto:steves@shelby.esu7.org)



**Dan Ellsworth**

to me ▾

Tucker,

Tue, Nov 16, 7:47 PM ☆ ↶ ⋮

Unfortunately, Shelby's server is a bit old and needs to be refreshed before we can move forward with EduRoam. I sent Matt an updated proposal tonight. Just a fore-warning, you will likely have sticker shock. The price of this same server has gone up over \$1000 in the past 12 months due to the shortage of parts. The good news is that this server will be a multi-purpose server that can be used to replace several servers. Lifespan will be about 5-6 years.

If you approve, the ESU 7 can order the server on your behalf and send Shelby a bill. We always bill our cost. We just offer to order technology items to help make the process easier for the school.

Have a great night.



**Dan Ellsworth**  
**Network Operations Director**  
**Educational Service Unit 7**  
2657 44th Ave., Columbus, NE 68601  
(402) 564-5753 Ext. 1037  
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www.esu7.org



\*\*\*

→ 9,000 dollars for the upgrade  
↓  
out of depreciation

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





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

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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 2020-2021 academic year and approved by the Nebraska State Board of Education in September 2021. 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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## Table of Contents

<b>Introduction.....</b>	<b>5</b>
<b>Content Area Standards Overview.....</b>	<b>5</b>
<b>Standards Design.....</b>	<b>6</b>
<b>Kindergarten Standards.....</b>	<b>16</b>
<b>Grade 1 Standards.....</b>	<b>25</b>
<b>Grade 2 Standards.....</b>	<b>35</b>
<b>Grade 3 Standards.....</b>	<b>44</b>
<b>Grade 4 Standards.....</b>	<b>54</b>
<b>Grade 5 Standards.....</b>	<b>64</b>
<b>Grade 6 Standards.....</b>	<b>73</b>
<b>Grade 7 Standards.....</b>	<b>81</b>
<b>Grade 8 Standards.....</b>	<b>89</b>
<b>Grades 9-10 Standards.....</b>	<b>98</b>
<b>Grades 11-12 Standards.....</b>	<b>107</b>
<b>Grades K-12 Vertical Progressions.....</b>	<b>116</b>
<b>Key Instructional Shifts for English Language Arts.....</b>	<b>157</b>

## Introduction

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

## Content Area Standards Overview

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

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

- Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.
- Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.
- Connected.** Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.
- Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.
- Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.
- Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

## English Language Arts Standards Design

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

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

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

### Coding

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

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

LA= Content Area

K= Kindergarten

F= Foundations of Reading

1= Concepts of Print

a= Indicator

## K-12 Comprehensive English Language Arts Standards

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

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

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

## Text at the Center

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



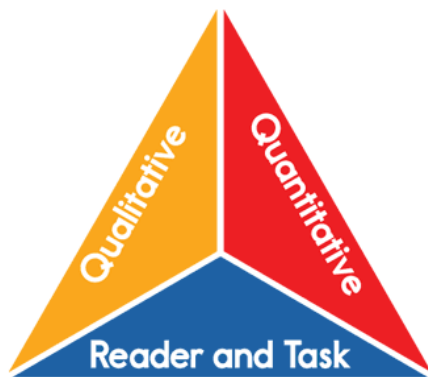
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level,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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## The Nebraska Instructional Materials Collaborative

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



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

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

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

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

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

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

## Social Emotional Learning

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

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



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

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

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

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

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

## Foundations of Reading

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

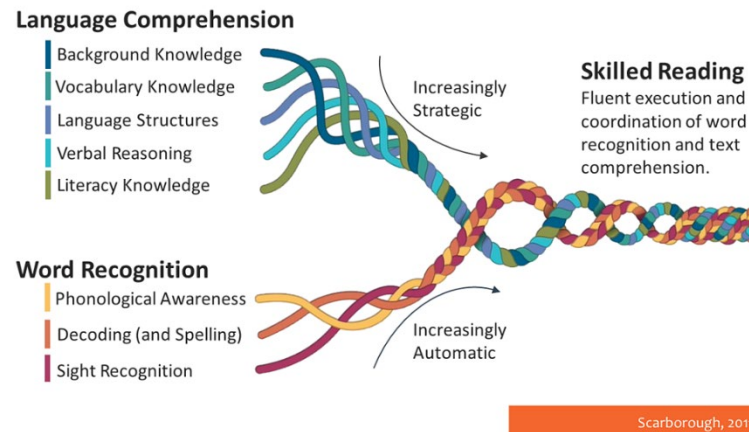
**Concepts of print.** Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

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

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

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

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



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

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

## Key Features of the Standards

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

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

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

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

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

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

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

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

# Kindergarten Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

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

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

**LA.K.F.3** 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.3** 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. Use provided print and/or digital tools to gather information and ideas and to answer questions.
- e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 2 Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 3 Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

**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.
- 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** Analyze how the major sections of text contribute to the development of ideas in an informational text.

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

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

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

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

### Instructional Considerations

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

## **VOCABULARY**

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 8 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grades 9-10 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grades 11-12 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level 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, closing flexibly from a range of strategies.

**LA.12.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

**LA.12.W.1** Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.

- a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
- b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

**LA.12.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

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

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

**LA.12.W.3** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.

- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

**LA.12.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

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

**LA.12.W.5** Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

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

**LA.12.W.6** Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.

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

### **Instructional Considerations**

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

## ■ **SPEAKING AND LISTENING**

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

**LA.12.SL.1** Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

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

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

**LA.12.SL.2** Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

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

### ■ **Instructional Considerations**

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

# Grades K-12 Vertical Progressions

**K-5 Foundations of Reading**  
**Concepts of Print: Standard 1**

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

Grade	Indicator(s)
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<p><b>LA.2.F.1</b> Demonstrate knowledge of the organization and basic concepts of print.</p> <p>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.</p>
<b>1</b>	<p><b>LA.1.F.1</b> Demonstrate knowledge of the organization and basic concepts of print.</p> <p>a. Recognize the distinguishing features of a sentence.</p>
<b>K</b>	<p><b>LA.K.F.1</b> Demonstrate knowledge of the organization and basic concepts of print.</p> <p>a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.</p> <p>c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.</p> <p>d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.</p>

**K-5 Foundations of Reading  
Phonological Awareness: Standard 2**

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

Grade	Indicator(s)
5	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
4	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
3	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
2	<p><b>LA.2.F.2</b> Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Identify, segment, and blend phonemes in single-syllable, spoken five- and six-phoneme words including words with blends, digraphs, and trigraphs.</li> <li>b. Substitute sounds in words with five or more phonemes.</li> <li>c. Delete initial and final phonemes in words including words with blends.</li> </ul>
1	<p><b>LA.1.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Identify, segment and blend phonemes in single syllable spoken three- and four-phoneme words including words with blends.</li> <li>b. Delete initial and final phonemes in words.</li> <li>c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.</li> <li>d. Add or substitute individual sounds (phonemes in simple, one-syllable words) to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").</li> </ul>
K	<p><b>LA.K.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Segment and count spoken sentences into words.</li> <li>b. Recognize and begin to produce oral rhymes.</li> <li>c. Count, produce, and segment spoken words into syllables and identify syllable parts.</li> <li>d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).</li> <li>e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").</li> <li>f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</li> </ul>

**K-5 Foundations of Reading**  
**Phonics and Word Analysis: Standard 3**

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

Grade	Indicators
<b>5</b>	<p><b>LA.5.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Greek derived words.</li> <li>b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in and out of context.</li> </ul>
<b>4</b>	<p><b>LA.4.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Latin derived words including Latin plurals.</li> <li>b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.</li> </ul>
<b>3</b>	<p><b>LA.3.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Latin suffixes.</li> <li>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.</li> <li>c. Decode multisyllabic words.</li> </ul>
<b>2</b>	<p><b>LA.2.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with variable vowel teams and vowel diphthongs.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with open and closed syllables and consonant -le.</li> <li>d. Decode words with common Anglo roots and affixes.</li> <li>e. Decode words with silent letter combinations.</li> </ul>
<b>1</b>	<p><b>LA.1.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.</li> <li>b. Decode and encode simple words with r-controlled vowels.</li> <li>c. Decode and encode regularly spelled one-syllable words.</li> <li>d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.</li> <li>e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>f. Decode and encode words with inflectional endings.</li> <li>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>h. Recognize and read grade-appropriate, irregularly spelled words.</li> </ul>
<b>K</b>	<p><b>LA.K.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one sound-to-letter correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul>

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|  | <ul style="list-style-type: none"><li>c. Decode consonant-vowel-consonant (CVC) words.</li><li>d. Encode consonant-vowel-consonant (CVC) words.</li><li>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ul> |
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**K-5 Foundations of Reading  
Fluency: Standard 4**

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

Grade	Indicators
<b>5</b>	<p><b>LA.5.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.</li> </ul>
<b>4</b>	<p><b>LA.4.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.</li> </ul>
<b>3</b>	<p><b>LA.3.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.</li> <li>c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>2</b>	<p><b>LA.2.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.</li> <li>b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>1</b>	<p><b>LA.1.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read decodable text accurately with appropriate rate, intonation, and expression/prosody to reflect meaning.</li> <li>b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>K</b>	<p><b>LA.K.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Recognize upper and lowercase letters automatically and accurately.</li> <li>b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.</li> <li>c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>

## K-12 Reading Comprehension

### Central Ideas and Details: Standard 1

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

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.1</b> Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.12.RI.1</b> Evaluate the development of central ideas over the course of an informational text or texts.
<b>9-10</b>	<b>LA.10.RP.1</b> Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.10.RI.1</b> Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
<b>8</b>	<b>LA.8.RP.1</b> Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	<b>LA.8.RI.1</b> Determine two or more implied or explicit central ideas of a text and how they develop over the course of an informational text, including their relationship to supporting ideas.
<b>7</b>	<b>LA.7.RP.1</b> Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	<b>LA.7.RI.1</b> Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
<b>6</b>	<b>LA.6.RP.1</b> Determine the implied or explicit theme and how it develops over the course of a literary text.	<b>LA.6.RI.1</b> Determine the implied or explicit central idea and how it develops over the course of an informational text.
<b>5</b>	<b>LA.5.RP.1</b> Explain the theme in a literary text and how it is conveyed through key details.	<b>LA.5.RI.1</b> Explain the central idea in an informational text and how it is conveyed through key details.
<b>4</b>	<b>LA.4.RP.1</b> Determine a theme in a literary text and how it is conveyed through key details.	<b>LA.4.RI.1</b> Determine the central idea of an informational text and how it is conveyed through key details.
<b>3</b>	<b>LA.3.RP.1</b> Identify the central message or lesson in a literary text and explain how key details support that idea.	<b>LA.3.RI.3</b> Determine and explain the author's purpose in an informational text.
<b>2</b>	<b>LA.2.RP.1</b> Recount narratives and determine their central message, lesson, or moral.	<b>LA.2.RI.1</b> Identify the main topic and key details in a multi-paragraph text.
<b>1</b>	<b>LA.1.RP.1</b> Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	<b>LA.1.RI.1</b> Identify the main topic and key details in an informational text.
<b>K</b>	<b>LA.K.RP.1</b> With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	<b>LA.K.RI.1</b> With prompting and support, identify the main topic and key details in an informational text.

## K-12 Reading Comprehension Central Ideas and Details: Standard 2

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

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.2</b> Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	<b>LA.12.RI.2</b> Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
<b>9-10</b>	<b>LA.10.RP.2</b> Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	<b>LA.10.RI.2</b> Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
<b>8</b>	<b>LA.8.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.8.RI.2</b> Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
<b>7</b>	<b>LA.7.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.7.RI.2</b> Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
<b>6</b>	<b>LA.6.RP.2</b> Explain how a plot unfolds in a literary text as well as how the characters respond to events or changes as the plot moves toward a resolution.	<b>LA.6.RI.2</b> Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
<b>5</b>	<b>LA.5.RP.2</b> Compare and contrast two or more characters, settings, or events in a literary text or texts.	<b>LA.5.RI.2</b> Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from a text or texts.
<b>4</b>	<b>LA.4.RP.2</b> Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	<b>LA.4.RI.2</b> Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>3</b>	<b>LA.3.RP.2</b> Explain how characters respond to major events and challenges in a literary text.	<b>LA.3.RI.2</b> Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.
<b>2</b>	<b>LA.2.RP.2</b> Describe characters and how they interact with one another.	<b>LA.2.RI.2</b> Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
<b>1</b>	<b>LA.1.RP.2</b> Identify the main character(s), setting, and important events, drawing on key details in a literary text.	<b>LA.1.RI.2</b> Identify key individuals, events, or pieces of information in an informational text.
<b>K</b>	<b>LA.K.RP.2</b> With prompting and support, identify main character(s), setting, and important events in a literary text.	<b>LA.K.RI.1</b> With prompting and support, identify the main topic and key details in an informational text.

**K-12 Reading Comprehension  
Author's Craft: Standard 3**

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

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.3</b> Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	<b>LA.12.RI.3</b> Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
<b>9-10</b>	<b>LA.10.RP.3</b> Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	<b>LA.10.RI.3</b> Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>8</b>	<b>LA.8.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	<b>LA.8.RI.3</b> Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>7</b>	<b>LA.7.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	<b>LA.7.RI.3</b> Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
<b>6</b>	<b>LA.6.RP.3</b> Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	<b>LA.6.RI.3</b> Explain how an author establishes and conveys a perspective or purpose in an informational text.
<b>5</b>	<b>LA.5.RP.3</b> Describe how a narrator or speaker's point of view influences the meaning of a literary text.	<b>LA.5.RI.3</b> Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
<b>4</b>	<b>LA.4.RP.3</b> Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	<b>LA.4.RI.3</b> Compare and contrast authors' perspectives in multiple informational texts of the same topic.
<b>3</b>	<b>LA.3.RP.3</b> Determine and explain the point of view in a literary text.	<b>LA.3.RI.3</b> Determine and explain the author's purpose in an informational text.
<b>2</b>	<b>LA.2.RP.3</b> Determine and explain who is telling a story within and across literary texts.	<b>LA.2.RI.3</b> Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
<b>1</b>	<b>LA.1.RP.3</b> Explain the difference between the roles of author and narrator or speaker in a literary text.	<b>LA.1.RI.3</b> Define the role of the author and illustrator in presenting the ideas or information in a text.
<b>K</b>	<b>LA.K.RP.3</b> With prompting and support, define the role of author and illustrator in a literary text.	<b>LA.K.RI.3</b> With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

**K-12 Reading Comprehension  
Author's Craft: Standard 4**

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

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.4</b> Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	<b>LA.12.RI.4</b> Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
<b>9-10</b>	<b>LA.10.RP.4</b> Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	<b>LA.10.RI.4</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>8</b>	<b>LA.8.RP.4</b> Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	<b>LA.8.RI.4</b> Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
<b>7</b>	<b>LA.7.RP.4</b> Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	<b>LA.7.RI.4</b> Analyze how the major sections of text contribute to the development of ideas in an informational text.
<b>6</b>	<b>LA.6.RP.4</b> Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).	<b>LA.6.RI.4</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<b>5</b>	<b>LA.5.RP.4</b> Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	<b>LA.5.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>4</b>	<b>LA.4.RP.4</b> Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	<b>LA.4.RI.4</b> Describe the overall structure of an informational text and how it contributes to meaning.
<b>3</b>	<b>LA.3.RP.4</b> Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	<b>LA.3.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
<b>2</b>	<b>LA.2.RP.4</b> Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	<b>LA.2.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>1</b>	<b>LA.1.RP.4</b> Identify the basic characteristics of literary text, drawing on a wide range of text types.	<b>LA.1.RI.4</b> Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
<b>K</b>	<b>LA.K.RP.4</b> With prompting and support, identify the basic characteristics of literary text.	<b>LA.K.RI.4</b> With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 5**

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

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.5</b> Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	<b>LA.12.RI.5</b> Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
<b>9-10</b>	<b>LA.10.RP.5</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	<b>LA.10.RI.5</b> Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
<b>8</b>	<b>LA.8.RP.5</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	<b>LA.8.RI.5</b> Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
<b>7</b>	<b>LA.7.RP.5</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	<b>LA.7.RI.5</b> Analyze how the major sections of text contribute to the development of ideas in an informational text.
<b>6</b>	<b>LA.6.RP.5</b> Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	<b>LA.6.RI.5</b> Compare and contrast one author's presentation of information with that of another.
<b>5</b>	<b>LA.5.RP.5</b> Compare and contrast the treatment of themes and topics in literary texts of the same genre.	<b>LA.5.RI.5</b> Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
<b>4</b>	<b>LA.4.RP.5</b> Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	<b>LA.4.RI.5</b> Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
<b>3</b>	<b>LA.3.RP.5</b> Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g. books from a series).	<b>LA.3.RI.5</b> Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
<b>2</b>	<b>LA.2.RP.</b> Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	<b>LA.2.RI.5</b> Compare and contrast the two most important ideas presented by two informational texts on the same topic.
<b>1</b>	<b>LA.1.RP.5</b> Compare and contrast the experiences of characters in familiar stories.	<b>LA.1.RI.5</b> Identify basic similarities and differences between two informational texts on the same topic.
<b>K</b>	<b>LA.K.RP.5</b> With prompting and support, compare and contrast the experiences of characters in familiar stories.	<b>LA.K.RI.5</b> With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 6**

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

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.6</b> Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	<b>LA.12.RI.6</b> Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
<b>9-10</b>	<b>LA.10.RP.6</b> Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	<b>LA.10.RI.6</b> Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
<b>8</b>	<b>LA.8.RP.6</b> Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	<b>LA.8.RI.6</b> Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
<b>7</b>	<b>LA.7.RP.6</b> Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	<b>LA.7.RI.6</b> Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>6</b>	<b>LA.6.RP.6</b> Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	<b>LA.6.RI.6</b> Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>5</b>	<b>LA.5.RP.6</b> Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	<b>LA.5.RI.6</b> Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
<b>4</b>	<b>LA.4.RP.6</b> Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	<b>LA.4.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim in the text.
<b>3</b>	<b>LA.3.RP.6</b> Explain what the text says explicitly and draw inferences when asking and answering questions.	<b>LA.3.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim in the text.
<b>2</b>	<b>LA.2.RP.6</b> Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	<b>LA.2.RI.6</b> Explain an author's opinion(s) and supporting evidence from the text.
<b>1</b>	<b>LA.1.RP.6</b> Ask and answer questions about key details in a literary text.	<b>LA.1.RI.6</b> Identify an author's opinion(s) about a text.
<b>K</b>	<b>LA.K.RP.6</b> With prompting and support, ask and answer questions about key details in a literary text.	<b>LA.K.RI.6</b> With prompting and support, explain the difference between facts and opinions about a topic.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 7**

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

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.7</b> Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	<b>LA.12.RI.7</b> Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
<b>9-10</b>	<b>LA.10.RP.7</b> Analyze multiple perspectives within and across a wide range of literary texts.	<b>LA.10.RI.7</b> Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
<b>8</b>	<b>LA.8.RP.7</b> Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.	<b>LA.8.RI.7</b> Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.
<b>7</b>	<b>LA.7.RP.7</b> Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	<b>LA.7.RI.7</b> Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
<b>6</b>	<b>LA.6.RP.7</b> Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	<b>LA.6.RI.7</b> Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
<b>5</b>	<b>LA.5.RP.7</b> Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	<b>LA.5.RI.7</b> Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
<b>4</b>	<b>LA.4.RP.7</b> Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	<b>LA.4.RI.7</b> Explain an author or speaker's treatment of similar topics, and/or patterns of events in a wide range of informational texts.
<b>3</b>	<b>LA.3.RP.7</b> Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	<b>LA.3.RI.7</b> Compare and contrast topics and/or patterns of events in a range of informational texts.
<b>2</b>	<b>LA.2.RP.7</b> Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	<b>LA.2.RI.7</b> Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
<b>1</b>	<b>LA.1.RP.7</b> With prompting and support, make connections between own experiences and other cultures in literary texts.	<b>LA.1.RI.7</b> With prompting and support, make connections between own experiences and other cultures in informational texts.
<b>K</b>	<b>LA.K.RP.7</b> With prompting and support, make connections between own experiences and other cultures in literary texts.	<b>LA.K.RI.7</b> With prompting and support, make connections between own experiences and other cultures in informational texts.

**K-12 Reading Comprehension**  
**Range of Reading and Level of Text Complexity**

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

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.8</b> Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	<b>LA.12.RI.8</b> Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
<b>9-10</b>	<b>LA.10.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.10.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>8</b>	<b>LA.8.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.8.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>7</b>	<b>LA.7.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.7.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>6</b>	<b>LA.6.RP.8</b> Read and comprehend a wide range of literary and informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.6.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>5</b>	<b>LA.5.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	<b>LA.5.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.
<b>4</b>	<b>LA.4.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	<b>LA.4.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
<b>3</b>	<b>LA.3.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	<b>LA.3.RI.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.
<b>2</b>	<b>LA.2.RP.8</b> With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	<b>LA.2.RI.8</b> With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.
<b>1</b>	<b>LA.1.RP.8</b> With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	<b>LA.1.RI.8</b> With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.
<b>K</b>	<b>LA.K.RP.8</b> Actively engage in group reading activities with purpose and understanding.	<b>LA.K.RI.8</b> Actively engage in group reading activities with purpose and understanding.

**K-12 Vocabulary  
Acquisition and Use: Standard 1**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>
<b>9-10</b>	<p><b>LA.10.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.</li> </ul>
<b>8</b>	<p><b>LA.8.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>
<b>7</b>	<p><b>LA.7.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>
<b>6</b>	<p><b>LA.6.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</li> <li>c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>

5	<p><b>LA.5.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.</li> <li>c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</li> </ul>
4	<p><b>LA.4.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., definitions, examples, or restatements) in text to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).</li> <li>c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.</li> </ul>
3	<p><b>LA.3.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g., company, companion).</li> <li>d. Determine the meanings of key words and phrases using reference materials and classroom resources.</li> </ul>
2	<p><b>LA.2.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).</li> <li>d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).</li> <li>e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
1	<p><b>LA.1.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use commonly occurring affixes to determine the meaning of unknown words.</li> <li>c. Identify commonly occurring root words and their inflectional forms.</li> <li>d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
K	<p><b>LA.K.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).</li> <li>b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.</li> <li>c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>

**K-12 Vocabulary**  
**Connotation and Context: Standard 2**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.</li> <li>b. Analyze nuances in the meanings of words with similar denotations.</li> </ul>
<b>9-10</b>	<p><b>LA.10.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.</li> <li>b. Analyze nuances in the meanings of words with similar denotations.</li> </ul>
<b>8</b>	<p><b>LA.8.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. Determine the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</li> </ul>
<b>7</b>	<p><b>LA.7.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.</li> <li>b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</li> </ul>
<b>6</b>	<p><b>LA.6.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.</li> <li>b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</li> </ul>

5	<p><b>LA.5.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.</li> <li>c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
4	<p><b>LA.4.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.</li> <li>b. Recognize and explain the meaning of commonly occurring idioms and adages.</li> <li>c. Use knowledge of words by relating them to their antonyms and synonyms.</li> </ul>
3	<p><b>LA.3.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).</li> </ul>
2	<p><b>LA.2.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Ask and answer questions about key words and phrases to determine their meaning.</li> <li>b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).</li> </ul>
1	<p><b>LA.1.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>b. Define words by their category and simple attributes (i.e., a duck is a bird that swims).</li> <li>c. Ask and answer questions about key words and phrases to determine their meaning.</li> <li>d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).</li> </ul>
K	<p><b>LA.K.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.</li> <li>c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.</li> <li>d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.</li> </ul>

**K-5 Foundations of Writing  
Standard 1**

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

<b>Grade</b>	<b>Indicators</b>
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<b>LA.2.FW.1</b> Demonstrate and apply handwriting skills. a. Write legibly using correct formation of letters with automaticity and proper spacing between words.
<b>1</b>	<b>LA.1.FW.1</b> 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.
<b>K</b>	<b>LA.K.FW.1</b> 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.

<b>Grade</b>	<b>Indicators</b>
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<b>LA.2.FW.2</b> Demonstrate sound-letter concepts when writing. a. Write common graphemes (letters or letter groups) for each phoneme.
<b>1</b>	<b>LA.1.FW.2</b> 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.
<b>K</b>	<b>LA.K.FW.2</b> 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.

<b>Grade</b>	<b>Indicators</b>
<b>11-12</b>	<p><b>LA.12.W.1</b> Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.</li> <li>b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li> </ul>
<b>9-10</b>	<p><b>LA.10.W.1</b> Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.</li> <li>c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li> <li>d. Select and use verbs with appropriate voice and mood.</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.</li> </ul>
<b>8</b>	<p><b>LA.8.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.</li> <li>c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).</li> <li>d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).</li> <li>e. Use appropriate parallel structure in words, phrases, and clauses.</li> <li>f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.</li> </ul>
<b>7</b>	<p><b>LA.7.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use a comma to separate coordinate adjectives.</li> <li>c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).</li> <li>d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>6</b>	<p><b>LA.6.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> </ul>

	<ul style="list-style-type: none"> <li>b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.</li> <li>c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.</li> <li>d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.</li> <li>e. Identify and use verb tenses (e.g., progressive).</li> <li>f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).</li> <li>g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>5</b>	<p><b>LA.5.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.</li> <li>b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address.</li> <li>c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.</li> <li>d. Distinguish between and use types of adjectives (e.g., comparative, superlative).</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>4</b>	<p><b>LA.4.W.1</b> Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).</li> <li>b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.</li> <li>c. Identify and use simple appositive phrases.</li> <li>d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).</li> <li>e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).</li> <li>f. Identify and revise fragment and run-on sentences in speaking and writing.</li> </ul>
<b>3</b>	<p><b>LA.3.W.1</b> Write paragraphs using a variety of sentence types.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.</li> <li>b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.</li> <li>c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.</li> <li>d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.</li> <li>e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.</li> <li>f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.</li> <li>g. Use frequently occurring prepositions and prepositional phrases.</li> </ul>
<b>2</b>	<p><b>LA.2.W.1</b> Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</p> <ul style="list-style-type: none"> <li>d. Capitalize proper nouns (e.g., holidays, countries, product names).</li> </ul>

	<ul style="list-style-type: none"> <li>e. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.</li> <li>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.</li> <li>g. Maintain consistent verb tense across sentences or paragraphs.</li> </ul>
<b>1</b>	<p><b>LA.1.W.1</b> Write and expand grammatically correct simple sentences and paragraphs.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., days of the week, names of people).</li> <li>b. Use end punctuation, commas in dates, and commas to separate single words in a series.</li> <li>c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.</li> <li>d. Form and use regular and frequently occurring irregular plural nouns.</li> <li>e. Use subject-verb agreement in simple and compound sentences.</li> </ul>
<b>K</b>	<p><b>LA.K.W.1</b> With prompting and support, form and use complete simple sentences in shared language activities.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).</li> <li>d. Form regular plural nouns by adding /s/ or /es/.</li> <li>e. Use interrogatives to ask questions.</li> <li>f. Use subject-verb agreement in simple sentences.</li> </ul>

**K-12 Writing**  
**Production of Writing: Standard 2**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</li> <li>d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>9-10</b>	<p><b>LA.10.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</li> <li>d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>8</b>	<p><b>LA.8.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</li> </ul>
<b>7</b>	<p><b>LA.7.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> </ul>

	<p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>6</b>	<p><b>LA.6.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>5</b>	<p><b>LA.5.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>4</b>	<p><b>LA.4.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>
<b>3</b>	<p><b>LA.3.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p>

	<p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>
<b>2</b>	<p><b>LA.2.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> <li>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>1</b>	<p><b>LA.1.W.2</b> Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to generate and organize ideas.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Use feedback from others to improve writing and/or add details.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>K</b>	<p><b>LA.K.W.2</b> With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to generate ideas.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Use feedback from others to improve writing and/or add details.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.</li> </ul>

**K-12 Writing**  
**Modes of Writing: Standard 3**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>8</b>	<p><b>LA.8.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.</li> </ol>

	<p>e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.</p>
<b>7</b>	<p><b>LA.7.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>6</b>	<p><b>LA.6.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>5</b>	<p><b>LA.5.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters.</li> <li>Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.</li> <li>Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>4</b>	<p><b>LA.4.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or character(s).</li> <li>Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.</li> <li>Use transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>3</b>	<p><b>LA.3.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).</li> <li>Include descriptive details about characters, events, or settings.</li> <li>Use words and phrases to signal sequence of events.</li> </ol>

	d. Provide a closure related to the creative or expressive event or experience.
<b>2</b>	<b>LA.2.W.3</b> Write personal or fictional narratives that retell two or more appropriately sequenced events. a. Include relevant details about characters and settings. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>1</b>	<b>LA.1.W.3</b> With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events. a. Include some relevant details. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>K</b>	<b>LA.K.W.3</b> With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

**K-12 Writing**  
**Modes of Writing: Standard 4**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>8</b>	<p><b>LA.8.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.</li> <li>c. Explain and cite relevant evidence from multiple credible sources.</li> <li>d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.</li> <li>e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>f. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>7</b>	<p><b>LA.7.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Explain and cite relevant evidence from multiple credible sources.</li> <li>c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from and supports the argument(s) presented.</li> </ol>

6	<p><b>LA.6.W.4</b> Write arguments that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</li> <li>b. Use relevant evidence from two or more credible sources.</li> <li>c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from the argument presented.</li> </ol>
5	<p><b>LA.5.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</li> <li>b. Use facts and details to support reasons and/or evidence.</li> <li>c. Use words, phrases, and key vocabulary to connect ideas.</li> <li>d. Provide a concluding statement or section related to the perspective.</li> </ol>
4	<p><b>LA.4.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>b. Use facts and details to support reasons and/or evidence.</li> <li>c. Use linking words and phrases to connect ideas.</li> <li>d. Provide a concluding statement or section related to the opinion.</li> </ol>
3	<p><b>LA.3.W.4</b> Write opinion pieces with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>b. Use linking words and phrases to connect opinions and reasons.</li> <li>c. Provide a concluding statement or section related to the opinion.</li> </ol>
2	<p><b>LA.2.W.4</b> Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. State an opinion and provide reasons to support the opinion.</li> <li>c. Provide a concluding statement or section.</li> </ol>
1	<p><b>LA.1.W.4</b> With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. State an opinion and provide a reason to support the opinion.</li> <li>c. Provide a sense of closure.</li> </ol>
K	<p><b>LA.K.W.4</b> With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</p>

**K-12 Writing**  
**Modes of Writing: Standard 5**

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

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>8</b>	<p><b>LA.8.W.5</b> Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ol>
<b>7</b>	<p><b>LA.7.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>6</b>	<p><b>LA.6.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>5</b>	<p><b>LA.5.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>4</b>	<p><b>LA.4.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>3</b>	<p><b>LA.3.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the topic.</li> </ul>
<b>2</b>	<p><b>LA.2.W.5</b> Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop a topic with facts, details, and definitions.</li> <li>c. Use words and phrases related to the topic.</li> <li>d. Provide a concluding statement or section.</li> </ul>

<b>1</b>	<b>LA.1.W.5</b> 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.
<b>K</b>	<b>LA.K.W.5</b> With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

**K-12 Writing**  
**Modes of Writing: Standard 6**

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

Grade	Indicator
<b>11-12</b>	<p><b>LA.12.W.6</b> Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.6</b> Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>8</b>	<p><b>LA.8.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>7</b>	<p><b>LA.7.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p> <ul style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>6</b>	<p><b>LA.6.W.6</b> Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</p> <ul style="list-style-type: none"> <li>a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>5</b>	<p><b>LA.5.W.6</b> Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <ul style="list-style-type: none"> <li>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

4	<p><b>LA.4.W.6</b> Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and evidence.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
3	<p><b>LA.3.W.6</b> Locate evidence from literary and/or informational text sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information from sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
2	<p><b>LA.2.W.6</b> Locate information from provided sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Retell information from provided sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas and answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Demonstrate academic integrity by referencing sources in writing and speaking.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
1	<p><b>LA.1.W.6</b> With prompting and support, identify information from provided sources to answer a question.</p> <ol style="list-style-type: none"> <li>Retell or recall information from provided sources.</li> <li>Use provided print and/or digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Use provided print and/or digital tools to gather information and ideas and to answer questions.</li> <li>Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</li> </ol>
K	<p><b>LA.K.W.6</b> With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.</p>

**K-12 Speaking and Listening  
Comprehension and Collaboration: Standard 1**

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

<b>11-12</b>	<p><b>LA.12.SL.1</b> Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.1</b> Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.1</b> Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.1</b> Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ol>
<b>6</b>	<p><b>LA.6.SL.1</b> Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</p>

	<ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.1</b> Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.1</b> Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.1</b> Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas and acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.1</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>

<p><b>1</b></p>	<p><b>LA.1.SL.1</b> Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>
<p><b>K</b></p>	<p><b>LA.K.SL.1</b> With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>

**K-12 Speaking and Listening**  
**Presentation of Knowledge and Ideas: Standard 2**

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

<b>11-12</b>	<p><b>LA.12.SL.2</b> Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.2</b> Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political).</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>6</b>	<p><b>LA.6.SL.2</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.2</b> Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.2</b> Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.2</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.2</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Explain the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>1</b>	<p><b>LA.1.SL.2</b> Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. With prompting and support, explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>K</b>	<p><b>LA.K.SL.2</b> With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. Explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>

## Appendix: Key Instructional Shifts for English Language Arts



Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders\* have in the stages of their implementation.

**ELA/Literacy Shift 1: Science of Reading/Foundations of Reading** | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

**Teachers...**

- Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency.
- Provide frequent, meaningful opportunities for practice of newly acquired skills.
- Progress monitor with diagnostic assessments.
- Differentiate instruction for struggling readers.

**School leaders...**

- Provide systematic early literacy training based on the science of reading.
- Provide access to HQIMs and ongoing support for their implementation.
- Create structures that maximize core instruction during literacy blocks.
- Ensure school environments are print-rich.

**Students...**

- Orally practice 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.

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Sta
Reading		
LA 0.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 0.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 0.1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).	LA.K.V.1.b
LA 0.1.5.b	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.	LA.K.V.1.a

LA 0.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A
LA 0.1.5.d	Identify semantic relationships (e.g., conceptual categories) to determine word relationships.	LA.K.V.2
LA 0.1.5.e	With adult guidance, determine word meaning using reference materials and classroom resources.	LA.K.V.1.c



LA 0.1.6.d	characters, setting, events).	LA.K.RP.5
LA 0.1.6.c	With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).	N/A
LA 0.1.6.d	With adult guidance, retell major events and key details from a literary text and/or media.	LA.K.RP.1
LA 0.1.6.e	With adult guidance, retell main ideas from informational text and/or media.	LA.K.RI.1

LA 0.1.6.f	Identify text features in print and digital informational text.	LA.K.RI.4
LA 0.1.6.g	Identify the basic characteristics of literary and informational text.	LA.K.RP.4
LA 0.1.6.h	Make connections between own life and/or other cultures	LA.K.RP.7

LA 0.1.6.ii	and/or other cultures in literary and informational text.	LA.K.RI.7
LA 0.1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	LA.K.RP.6
		LA.K.RI.6

LA 0.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	N/A
LA 0.1.6.k	Identify different purposes for reading (e.g., inform, enjoy).	N/A
LA 0.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	N/A
LA 0.1.6.m	With adult guidance, monitor comprehension by recognizing when meaning is disrupted.	N/A
LA 0.1.6.n	Make predictions about a text using prior knowledge, pictures, illustrations, and titles.	N/A

LA 0.1.6.o	Respond to text (e.g., verbally, in writing, or artistically).	N/A
LA 0.1.6.p	Make connections between a print text and an audio, video, or live version of the text.	N/A
		<p>Not addressed in 2014 Standards: LA.K.RI.2 LA.K.RI.5 LA.K.RI.8 LA.K.RP.8</p>

**Writing Skills**

LA 0.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 0.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.	
LA 0.2.1.a	Use prewriting activities and inquiry tools to generate ideas.	LA.K.W.2.a
LA 0.2.1.b	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.	LA.K.W.3
		LA.K.W.4
		LA.K.W.5

LA 0.2.1.c	With adult guidance, use relevant information and evidence to support ideas.	LA.K.W.6
LA 0.2.1.d	Compose simple, grammatically correct sentences.	LA.K.W.1
LA 0.2.1.e	With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.K.W.2.c
LA 0.2.1.f	Provide oral descriptive feedback to other writers.	N/A

LA 0.2.1.g	With adult guidance, persevere in writing tasks.	LA.K.W.2.b
LA 0.2.1.h	With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	LA.K.W.1.a LA.K.W.1.b
LA 0.2.1.i	Use own words to relate information.	N/A
LA 0.2.1.j	With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA.K.W.2.d LA.K.W.2.e

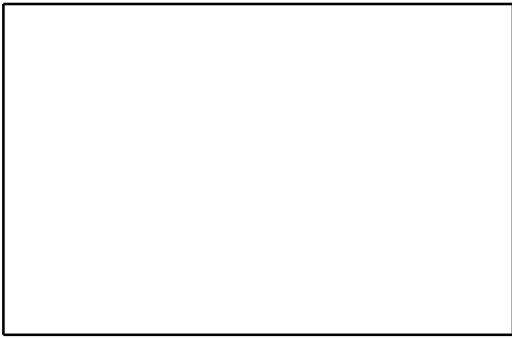
		Not addressed in 2014 Standards: LA.K.W.1 (c-f)
LA 0.2.2	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA 0.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	N/A
LA 0.2.2.b	With adult guidance, provide evidence from literary or informational text to support ideas or opinions.	N/A

LA 0.2.2.c	With adult guidance, conduct and publish research to answer questions or solve problems.	N/A
LA 0.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	N/A
LA 0.2.2.e	With adult guidance, compare mentor texts and examples to create similar pieces.	N/A

**Standards and Indicators**

b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.

a. With prompting and support, identify new meanings of familiar words (e.g. park, ring, fly).

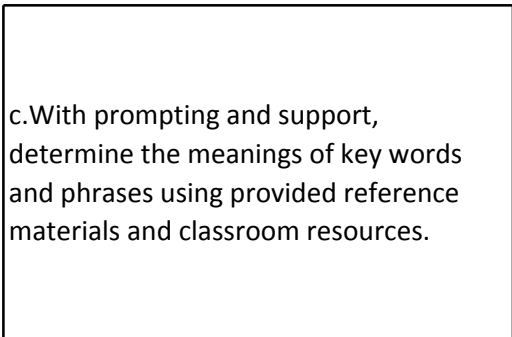


a.Sort common words and phrases into conceptual categories to develop an understanding of word relationships.

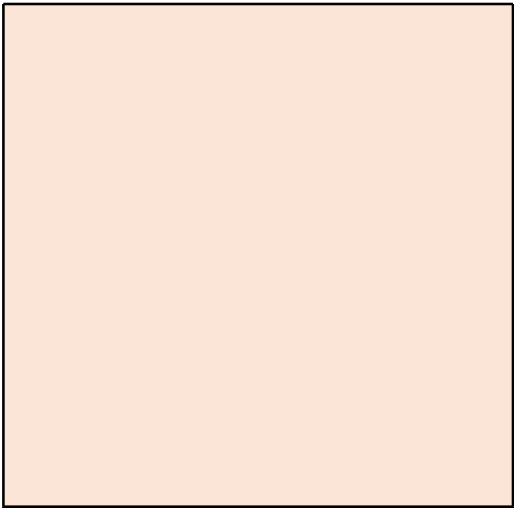
b.Deepen understanding of words by identifying and relating them to their opposites.

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.



c.With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.



With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

With prompting and support, define the role of author and illustrator in a literary text.

With prompting and support, identify main character(s), setting, and important events in a literary text.

With prompting and support, compare and contrast the experiences of characters in familiar stories.

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

With prompting and support, identify the main topic and key details in an informational text.

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

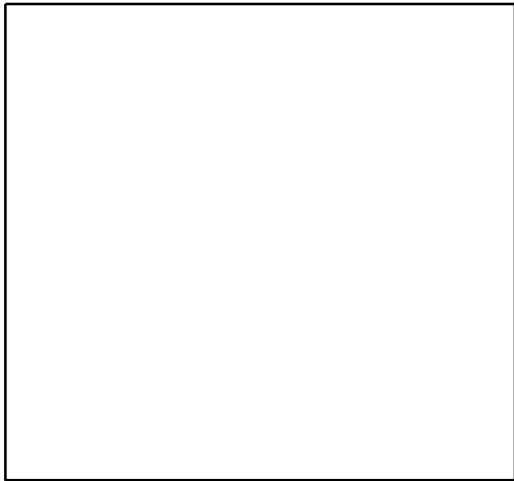
With prompting and support, identify the basic characteristics of literary and informational text.

With prompting and support, make connections between own experiences and other cultures in literary texts.

With prompting and support, make connections between own experiences and other cultures in informational texts.

With prompting and support, ask and answer questions about key details in a literary text.

With prompting and support, ask and answer questions about key details in an informational text.

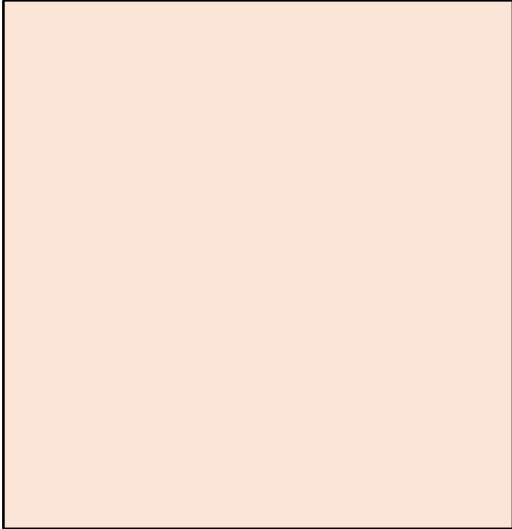
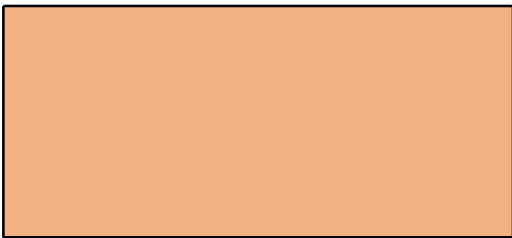
LA.K.RI.2: With prompting and support, identify key individuals, events, or pieces of information in an informational text.

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

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

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





a. Use prewriting activities and resources to generate ideas.

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

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.

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.

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

With prompting and support, form and use complete simple sentences in shared language activities.

c. Use feedback from others to improve writing and/or add details.

b. Persevere in writing tasks.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

d. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols).

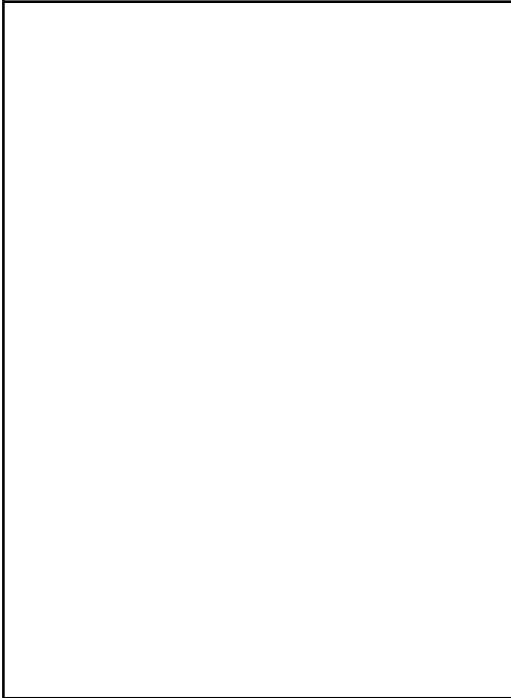
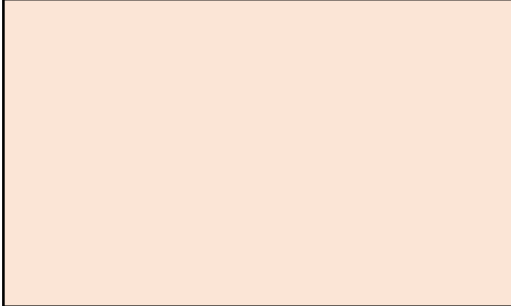
e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

c. With prompting and support, 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.




ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Sta
Reading		
LA 1.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 1.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 1.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).	LA.1.V.1.b LA.1.V.1.c
LA 1.1.5.b	Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.	LA.1.V.1.a

LA 1.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A
LA 1.1.5.d	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.	LA.1.V.2
LA 1.1.5.e	Locate words and determine word meaning using reference materials and classroom resources.	LA.1.V.1.d
LA 1.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	

LA 1.1.6.a	Identify author's purpose (e.g., explain, entertain, inform).	LA.1.RI.3
LA 1.1.6.b	Identify elements of literary text (e.g., characters, setting, events).	LA.1.RP.2
		LA.1.RP.3

		LA.1.RP.5
LA 1.1.6.c	Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	N/A
LA 1.1.6.d	Retell major events and key details from a literary text and/or media.	LA.1.RP.1
LA 1.1.6.e	Retell main ideas and supporting details from informational text and/or media.	LA.1.RI.1

LA 1.1.6.f	Identify text features in print and digital informational text.	LA.1.RI.4
LA 1.1.6.g	Identify the basic characteristics of a variety of literary and informational texts.	LA.1.RP.4
LA 1.1.6.h	Make connections between own life and/or other cultures	LA.1.RP.7

LA 1.1.6.ii	and/or other cultures in literary and informational text.	LA.1.RI.7
LA 1.1.6.i	Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.	LA.1.RP.6
		LA.1.RI.6

LA 1.1.6.j	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).	N/A
LA 1.1.6.k	Identify and explain purpose for reading (e.g., answer a question, enjoy).	N/A
LA 1.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.	N/A
LA 1.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	N/A
LA 1.1.6.n	Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.	N/A

LA 1.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A
LA 1.1.6.p	Make connections between a print text and an audio, video, or live version of the text.	N/A
		<p><b>Not addressed in 2014 Standards:</b>  LA.1.RI.2  LA.1.RI.5  LA.1.RI.8  LA.1.RP.8</p>

LA 1.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 1.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.	
LA 1.2.1.a	Use prewriting activities and inquiry tools to generate ideas.	LA.1.W.2.a
LA 1.2.1.b	Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a	LA.1.W.3.a LA.1.W.3.b LA.1.W.3.c  LA.1.W.4.a LA.1.W.4.c

	clear beginning, middle, and end.	LA.1.W.5.a LA.1.W.5.b LA.1.W.5.d
LA 1.2.1.c	Gather and use relevant information and evidence to support ideas.	LA.1.W.6.b LA.1.W.6.c  LA.1.W.4.b
LA 1.2.1.d	Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA.1.W.1

LA 1.2.1.e	With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.1.W.2.c
LA 1.2.1.f	Provide oral descriptive feedback to other writers.	N/A
LA 1.2.1.g	Persevere in writing tasks of various length and complexity.	LA.1.W.2.b

LA 1.2.1.h	With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).	LA.1.W.1.a LA.1.W.1.b
LA 1.2.1.i	Use own words to relate information.	LA.1.W.6.a
LA 1.2.1.j	Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA.1.W.2.d LA.1.W.2.e
		<p><b>Not addressed in 2014 Standards:</b> LA.1.W.1 (c-e)</p>

LA 1.2.2	<p><b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	
LA 1.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	N/A
LA 1.2.2.b	With adult guidance, provide evidence from literary or informational text to support ideas or opinions.	N/A
LA 1.2.2.c	With adult guidance, conduct and publish research to answer questions or solve problems using resources.	N/A
LA 1.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.1.W.5.c

LA 1.2.2.e	Compare various mentor texts and/or exemplars to create similar pieces.	N/A
		<b>Not addressed in 2014 Standards:</b> LA.1.W.6.d

**Standards and Indicators**

b. Use commonly occurring affixes to determine the meaning of unknown words.

c. Identify commonly occurring root words and their inflectional forms.

a. Use sentence-level context clues to determine the meaning of a word or phrase.



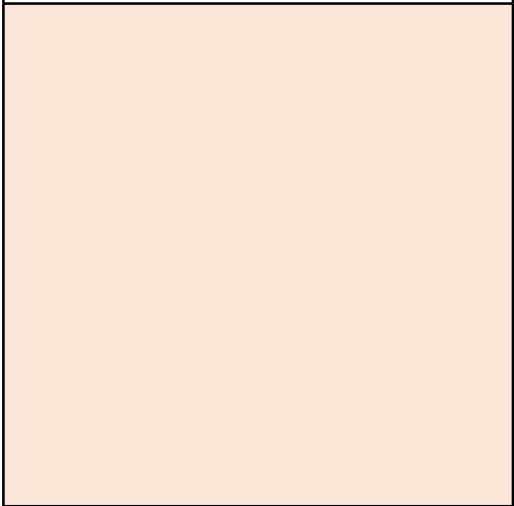
Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

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

d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.



Define the role of the author and illustrator in presenting the ideas or information in a text.

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

Explain the difference between the roles of author and narrator or speaker in a literary text.

Compare and contrast the experiences of characters in familiar stories.

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

Identify the main topic and key details in an informational text.

Use text features (titles, headings, visuals) to predict or confirm the topic of a text.

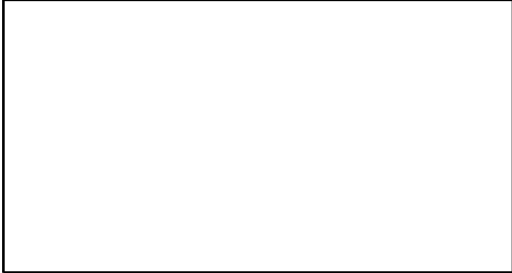
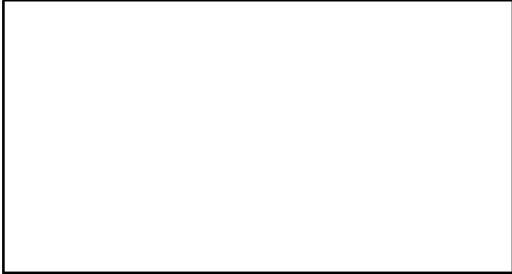
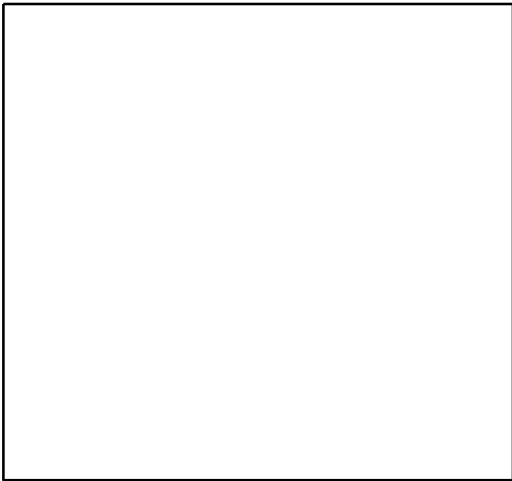
Identify the basic characteristics of literary and informational text, drawing on a wide range of text types.

With prompting and support, make connections between own experiences and other cultures in literary texts.

With prompting and support, make connections between own experiences and other cultures in informational texts.

Ask and answer questions about key details in a literary text.

With prompting and support, ask and answer questions about key details in an informational text.

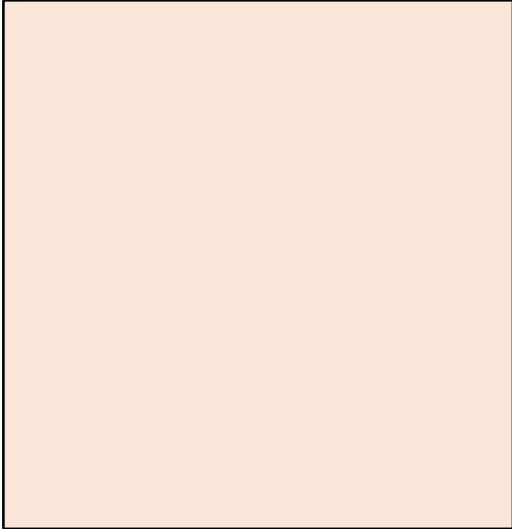
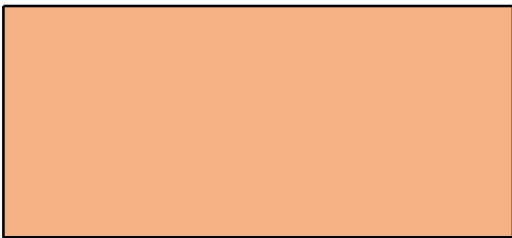
LA.1.RI.2: With prompting and support, identify key individuals, events, or pieces of information in an informational text.

LA.1.RI.5: With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

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

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





a. Use prewriting activities and resources to generate and organize ideas.

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

a. Introduce a topic or text.  
c. Provide a sense of closure.

a.Introduce a topic.

b.Develop a topic using supporting facts and details.

d.Provide a sense of closure.

b.Use provided print and/or digital tools to gather information and ideas and to answer questions.

c.Sort evidence and information into categories.

b.State an opinion and provide reasons to support the opinion.

Write and expand grammatically correct simple sentences.

c. Use feedback from others to improve writing and/or add details.

b. Persevere in writing tasks of varying length and complexity.

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.

a. Retell or recall information from provided sources.

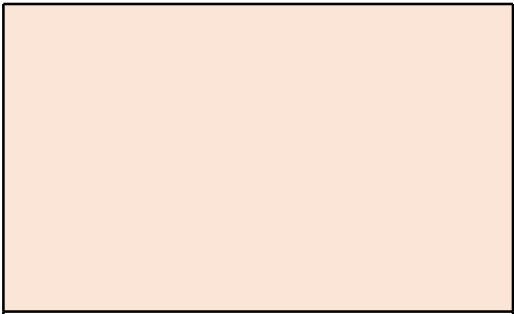
d. Use or decipher multiple formats of print and digital text (e.g. manuscript, font, graphics, symbols).

e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

c. Identify 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.



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c. Use words and phrases related to the topic.

d. Practice safe behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials).

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards
Reading		
LA 2.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 2.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).	LA.2.V.1.b LA.2.V.1.c LA.2.V.1.d
LA 2.1.5.b	Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	LA.2.V.1.a

LA 2.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A
LA 2.1.5.d	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	LA.2.V.2
LA 2.1.5.e	Locate words and determine meaning using reference materials.	LA.2.V.1.e
LA 2.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	

LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	LA.2.RI.3
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).	LA.2.RP.2
		LA.2.RP.3
		LA.2.RP.4
LA 2.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	N/A
LA 2.1.6.d	Retell major events and key details from a literary text and/or media and support a prompted theme.	LA.2.RP.1

LA 2.1.6.e	Retell main ideas and supporting details from informational text and/or media.	LA.2.RI.1
LA 2.1.6.f	Use text features to locate information and gain meaning from print and digital text.	LA.2.RI.4
LA 2.1.6.g	Compare and contrast the basic characteristics of a variety of literary and informational texts.	LA.2.RP.5
		LA.2.RI.5
LA 2.1.6.h	Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	LA.2.RP.7
		LA.2.RI.2

		LA.2.RI.7
LA 2.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	LA.2.RP.6
		LA.2.RI.6
LA 2.1.6.j	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).	N/A

LA 2.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).	LA.2.RP.8
		LA.2.RI.8
LA 2.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	N/A
LA 2.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	N/A
LA 2.1.6.n	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	N/A

LA 2.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A
LA 2.1.6.p	Make connections between a print text and an audio, video, or live version of the text.	N/A
<b>Writing Skills</b>		
LA 2.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 2.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.	
LA 2.2.1.a	Use prewriting activities and inquiry tools to generate ideas.	LA.2.W.2.a

LA 2.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.	LA.2.W.3.a LA.2.W.3.b LA.2.W.3.c
		LA.2.W.4.a LA.2.W.4.c
		LA.2.W.5.a LA.2.W.5.b LA.2.W.5.d
LA 2.2.1.c	Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	LA.2.W.6.b LA.2.W.6.c
		LA.2.W.4.b
LA 2.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA.2.W.1

LA 2.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.2.W.2.c
LA 2.2.1.f	Provide oral and/or written descriptive feedback to other writers.	N/A
LA 2.2.1.g	Persevere in writing tasks of various length and complexity.	LA.2.W.2.b
LA 2.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.2.W.1.a LA.2.W.1.b
LA 2.2.1.i	Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.	LA.2.W.6.a LA.2.W.6.d
LA 2.2.1.j	Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	LA.2.W.2.d LA.2.W.2.e

		<p><b>Not addressed in 2014</b></p> <p><b>Standards:</b></p> <p>LA.2.W.1 (c-d)</p>
LA 2.2.2	<p><b>Writing Modes:</b></p> <p>Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	
LA 2.2.2.a	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	N/A
LA 2.2.2.b	<p>Provide evidence from literary or informational text to support ideas or opinions.</p>	N/A

LA 2.2.2.c	Conduct and publish research to answer questions or solve problems using resources.	N/A
LA 2.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.2.W.5.c
LA 2.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	N/A
		<p><b>Not addressed in 2014 Standards:</b> LA.2.W.6.e</p>

**NE Standards and Indicators**

b. Use commonly occurring prefixes 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).

a. Use sentence-level context clues to determine the meaning of a word or phrase.

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).

e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

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

Describe characters and how they interact with one another.

Determine and explain who is telling a story within and across literary texts.

Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.

Recount narratives and determine their central message, lesson, or moral.

Identify the main topic and key details in a multi-paragraph text.

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

Compare and contrast two or more versions of the same literary text by different authors or from different cultures.

Compare and contrast the two most important ideas presented by two informational texts on the same topic.

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

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

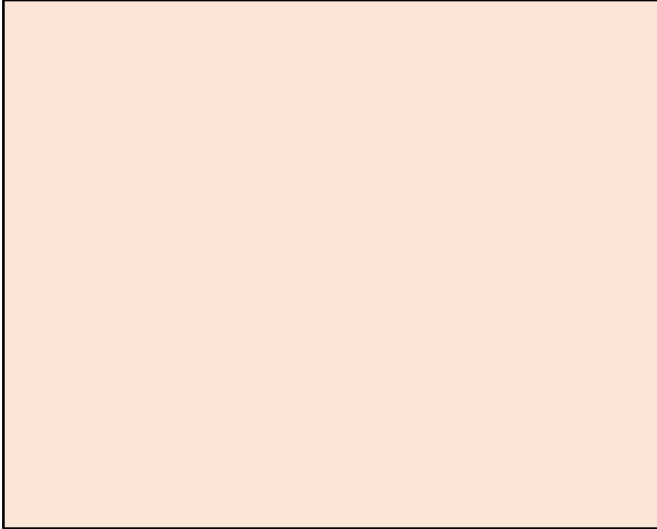
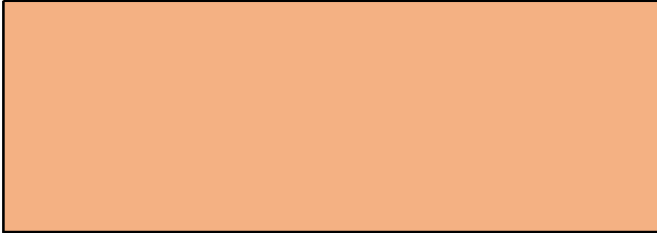
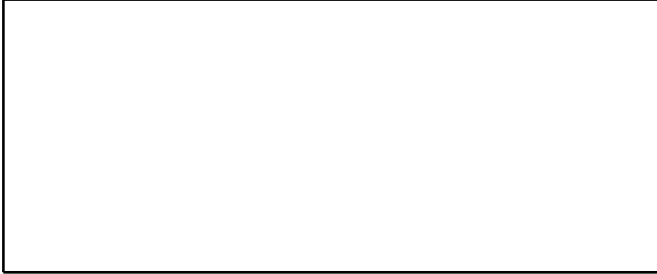
Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g. history, values, beliefs, and behaviors).

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

Ask and answer literal (e.g. recall/details) and simple inferential (e.g. why or how) questions about key details in an informational text.

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

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



a. Use prewriting activities and resources to plan, organize, and draft writing.

a.Include relevant details about characters and settings.

b.Use time order words to signal sequence of events.

c.Provide a sense of closure.

a.Introduce a topic or text.

c.Provide a concluding statement or section.

a.Introduce a topic or text.

b.Develop a topic with facts, details, and definitions.

d.Provide a concluding statement or section.

b.Identify print and digital tools to gather information and ideas and answer questions.

c.Sort evidence and information into categories.

b.State an opinion and provide reasons to support the opinion.

Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).

c. Use feedback from others to improve and clarify writing.

b. Adjust writing processes to persevere in writing tasks of varying length and complexity.

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.

a. Retell information from provided sources to support ideas while avoiding plagiarism.

d. Demonstrate academic integrity by referencing sources in writing and speaking.

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.

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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.

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c. Use words and phrases related to the topic.

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).

2014 NE Standards and Indicators		202
Reading		
LA 3.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 3.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 3.1.5.a	Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).	LA.3.V.1.b LA.3.V.1.c
LA 3.1.5.b	Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.	LA.3.V.1.a
LA 3.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A

LA 3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	LA.3.V.2
LA 3.1.5.e	Locate words and determine meaning using reference materials.	LA.3.V.1.d
LA 3.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	
LA 3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	LA.3.RI.3
LA 3.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).	LA.3.RP.2
		LA.3.RP.3
		LA.3.RP.4

LA 3.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	N/A
LA 3.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	LA.3.RP.1
LA 3.1.6.e	Determine main ideas and supporting details from informational text and/or media.	LA.3.RI.1
LA 3.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA.3.RI.4
LA 3.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts. (e.g., genres)	LA.3.RP.5
		LA.3.RI.5
LA 3.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	LA.3.RP.7
		LA.3.RI.2
		LA.3.RI.7

LA 3.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	LA.3.RP.6
		LA.3.RI.6
LA 3.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).	N/A
LA 3.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	LA.3.RP.8
		LA.3.RI.8
LA 3.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	N/A
LA 3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	N/A
LA 3.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	N/A

LA 3.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A
LA 3.1.6.p	Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.	N/A

**Writing Skills**

LA 3.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 3.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	
LA 3.2.1.a	Use prewriting activities and inquiry tools to generate ideas and organize information.	LA.3.W.2.a
		LA.3.W.3.a LA.3.W.3.c LA.3.W.3.d

LA 3.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	LA.3.W.4.a LA.3.W.4.b LA.3.W.4.c
		LA.3.W.5.a LA.3.W.5.c LA.3.W.5.d
LA 3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.	LA.3.W.6.b LA.3.W.6.c
LA 3.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA.3.W.1

LA 3.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.3.W.2.c
LA 3.2.1.f	Provide oral and/or written descriptive feedback to other writers.	N/A
LA 3.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.3.W.2.b
LA 3.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar,	LA.3.W.1.a LA.3.W.1.b LA.3.W.1.c LA.3.W.1.d
LA 3.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.3.W.6.a LA.3.W.6.d

LA 3.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	N/A
		<b>Not addressed in 2014 Standards:</b> LA.3.W.1 (d-g)
LA 3.2.2	<b>Writing Modes:</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA 3.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.3.W.2.e
LA 3.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	LA.3.W.5.b
LA 3.2.2.c	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.	N/A

LA 3.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	N/A
LA 3.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	LA.3.W.3.b
		<p><b>Not addressed in 2014 Standards:</b> LA.3.W.6.e</p>

**1 NE Standards and Indicators**



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).

a. Use sentence-level context clues to determine the meaning of a word or phrase.



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).

d. Determine the meanings of key words and phrases using reference materials and classroom resources

Determine and explain the author's purpose in an informational text.

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

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

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

Identify the central message or lesson in a literary text and explain how key details support that idea.
Identify the central idea and explain how key details support that idea
Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning
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).
Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
Compare and contrast themes, topics, and/or patterns of events in a range of literary texts to develop cultural awareness.
Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.
Compare and contrast topics and/or patterns of events in a range of informational texts to develop cultural awareness.

Explain what the text says explicitly and draw inferences when asking and answering questions.

Explain what the text says explicitly and draw inferences when asking and answering questions.

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 Grade3 independently and proficiently.

a. Use prewriting activities and resources to plan, organize, and draft writing.

a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).

c. Use words and phrases to signal sequence of events.

d. Provide a closure related to the narrated 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.

a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.

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.

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.

Write paragraphs using a variety of sentence types.

c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.

b. Adjust writing processes to persevere in writing tasks of increasing length and complexity.

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 possessive.

c. Identify frequently occurring nouns (e.g. concrete and abstract), verbs (regular and irregular), and simple verb tenses.

d. Distinguish between coordinating and subordinating conjunctions and independent and dependent clauses.

a. Paraphrase information from sources to support ideas while avoiding plagiarism.

d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.

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

d. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).

d. Distinguish between 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

e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers

b. Develop the topic with information (e.g. facts, definitions, details) clearly related to the topic.

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b. Include descriptive details about characters, events, or settings.

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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).

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards and Indicators	
Reading			
LA 4.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.		
LA 4.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).	LA.4.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words and phrases (e.g. photograph, autograph).
LA 4.1.5.b	Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.	LA.4.V.1.a	Use context clues (e.g. definitions, examples, or restatements) in text to determine the meanings of words and phrases.
LA 4.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A	

LA 4.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	LA.4.V.2	<p>a. Explain the meaning of commonly occurring similes and metaphors (e.g. light as a feather) in grade-level text.</p> <p>b. Recognize and explain the meaning of commonly occurring idioms and adages.</p> <p>c. Use knowledge of words by relating them to their antonyms and synonyms.</p>
LA 4.1.5.e	Determine meaning using reference materials.	LA.4.V.1.c	Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.
LA 4.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
LA 4.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	LA.4.RI.3	Compare and contrast authors' perspectives in multiple informational texts of the same topic.
	Identify and describe	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 4.1.6.b	Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	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).
LA 4.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	N/A	
LA 4.1.6.d	Summarize a literary text and/or media, using key details to identify the theme.	LA.4.RP.1	Determine a theme in a literary text and how it is conveyed through key details.
LA 4.1.6.e	Determine main idea and supporting details from informational text and/or media.	LA.4.RI.1	Determine the central idea of an informational text and how it is conveyed through key details.
LA 4.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA.4.RI.4	Describe the overall structure of an informational text and how it contributes to meaning.
LA 4.1.6.g	Compare and contrast the characteristics that distinguish a variety of literary and informational texts.	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.

LA 4.1.6.h	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.	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 to develop cultural awareness.
		LA.4.RI.2	Analyze an individual, event, scientific idea or concept, or steps in a process.
		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 to develop cultural awareness.
LA 4.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	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	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 4.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).		
	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an	LA.4.RP.8	Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

LA 4.1.6.k	problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).	LA.4.RI.8	Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
LA 4.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	N/A	
LA 4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	N/A	
LA 4.1.6.n	Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.	N/A	
LA 4.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A	
LA 4.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	N/A	
<b>Writing Skills</b>			
LA 4.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.		

LA 4.2.1	<p><b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p>		
LA 4.2.1.a	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	LA.4.W.2.a	Use prewriting activities and resources to plan, organize, and draft writing.
		LA.4.W.6.c	Sort evidence into categories using an appropriate note-taking format to collect and organize information.
LA 4.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.	LA.4.W.3.a LA.4.W.3.c LA.4.W.3.d	a. Establish a situation and introduce a narrator and/or character(s).  c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.  d. Provide a conclusion related to the narrated event or experience.
		LA.4.W.4.a LA.4.W.4.c LA.4.W.4.d	a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.  c. Use linking words and phrases to connect ideas.  d. Provide a concluding

		LA.4.W.5.a LA.4.W.5.b LA.4.W.5.c LA.4.W.5.d	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,
LA 4.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	LA.4.W.6.b	Identify print and digital tools to gather information and evidence.
		LA.4.W.4.b	Use facts and details to support reasons and/or evidence.
LA 4.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	LA.4.W.1	Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.
LA 4.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others	LA.4.W.2.c	Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
LA 4.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A	
LA 4.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.4.W.2.b	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 4.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.4.W.1.a LA.4.W.1.b LA.4.W.1.c	<p>a. Capitalize proper nouns (e.g. organizations, geographic regions, monuments and landmarks).</p> <p>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.</p> <p>c. Identify and use simple appositive phrases.</p>
LA 4.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.4.W.6.a LA.4.W.6.d	<p>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</p> <p>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</p>
LA 4.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA.4.W.2.e	Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

		<p><b>Not addressed in 2014 Standards:</b> LA.4.W.1 (d-f)</p>	<p>d. Identify and use frequently occurring pronouns (e.g. subject, object) and adverbs (e.g. relative), verbs (e.g. helping and linking).</p> <p>e. Distinguish between frequently confused words (e.g. to, too, two; there, their, they're).</p> <p>f. Identify and revise fragment and run-on sentences in speaking and writing.</p>
		<p><b>Not addressed in 2014 Standards:</b> LA.4.W.2.d</p>	<p>Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).</p>
LA 4.2.2	<p><b>Writing Modes:</b> Student will write in multiple modes for a variety of purposes and audiences across disciplines.</p>		
LA 4.2.2.a	<p>Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.</p>	N/A	
LA 4.2.2.b	<p>Provide evidence from literary or informational text to support analysis, reflection, and research.</p>	N/A	
LA 4.2.2.c	<p>Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses</p>	N/A	

LA 4.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.4.W.3.b	Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
LA 4.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	N/A	
		<b>Not addressed in 2014 Standards:</b> LA.4.W.6.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).













ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards and Indicators	
Reading			
LA 5.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.		
LA 5.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	LA.5.V.1.b	Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words
LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words	LA.5.V.1.a	Use context clues (e.g. cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
LA 5.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A	

LA 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	LA.5.V.2.a LA.5.V.2.b LA.5.V.2.c	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.
LA 5.1.5.e	Determine meaning using reference materials.	LA.5.V.1.c	Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.
LA 5.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
LA 5.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences 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 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	LA.5.RP.2	Compare and contrast two or more characters, settings, or events in a literary text or texts
		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.
LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	N/A	
LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	LA.5.RP.1	Explain the theme in a literary text and how it is conveyed through key details.
LA 5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	LA.5.RI.1	Explain the central idea in an informational text and how it is conveyed through key details.
LA 5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital 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.
	Use textual evidence to	LA.5.RP.5	Compare and contrast the treatment of themes and topics in literary texts of the same genre.

LA 5.1.6.g	compare and contrast the characteristics that distinguish a variety of literary and informational texts.	LA.5.RI.5	Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
LA 5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	LA.5.RP.7	Explain the relationships between two or more diverse characters, events, or ideas in a range of literary texts to develop cultural awareness.
		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.
		LA.5.RI.7	Explain the relationships between two or more diverse individuals, events, ideas, or concepts in a range of informational texts to develop cultural awareness.
LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	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 an informational text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	N/A	
LA 5.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	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 literary and informational texts of appropriate complexity for Grade 5 independently and proficiently.
LA 5.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	N/A	
LA 5.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	N/A	

LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	N/A	
LA 5.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A	
LA 5.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	N/A	

**Writing Skills**

LA 5.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.		
LA 5.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA 5.2.1.a	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	LA.5.W.2.a	a. Use prewriting activities and resources to plan, organize, and draft writing.
		LA.5.W.6.c	c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.

LA 5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	LA.5.W.3.a LA.5.W.3.c LA.5.W.3.d	<p>a. Establish a situation and introduce a narrator and/or characters.</p> <p>c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</p> <p>d. Provide a conclusion related to the narrated event or experience.</p>
		LA.5.W.4.a LA.5.W.4.b LA.5.W.4.d	<p>a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</p> <p>b. Use facts and details to support reasons and/or evidence.</p> <p>d. Provide a concluding statement or section related to the perspective.</p>
		LA.5.W.5.a LA.5.W.5.b LA.5.W.5.c LA.5.W.5.d	<p>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>b. Develop the topic with information (e.g. facts, definitions, details, quotations) related to the topic.</p> <p>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</p> <p>d. Provide a concluding statement or section related to the information or explanation(s).</p>

LA 5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	LA.5.W.6.b	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.
LA 5.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	LA.5.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures.
LA 5.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.5.W.2.c	c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
LA 5.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A	
LA 5.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.5.W.2.b	b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA 5.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.5.W.1.a LA.5.W.1.b	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 interrupter words, to set off a question tag, and to indicate direct address.

LA 5.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.5.W.6.a LA.5.W.6.d	<p>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</p> <p>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.</p>
LA 5.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	LA.5.W.2.d LA.5.W.2.e	<p>d. Use or decipher multiple formats of print and digital text (e.g. manuscript, cursive, font, graphics, symbols).</p> <p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
		<p><b>Not addressed in 2014 Standards: LA.5.W.1 (c-e)</b></p>	<p>c. Explain the function of and use frequently occurring interjections, verb tenses (e.g. perfect), and correlative conjunctions.</p> <p>d. Distinguish between types of adjectives (e.g. comparative, superlative).</p> <p>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p>
LA 5.2.2	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.		

LA 5.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	N/A	
LA 5.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A	
LA 5.2.2.c	Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	N/A	
LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.5.W.3.b	b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
		LA.5.W.4.c	c. Use words, phrases, and key vocabulary to connect ideas.
LA 5.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	N/A	

**Not  
addressed in  
2014  
Standards:  
LA.5.W.6.e**

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).

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards and Indicators	
Reading			
LA 6.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.		
LA 6.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA 6.1.5.a	Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA.6.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible).
LA 6.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA.6.V.1.a	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.
LA 6.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A	

LA 6.1.5.d	Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.	LA.6.V.2	<p>Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context.</p> <p>b. Determine the relationship between words (e.g. cause/effect, part/whole, item/category).</p> <p>c. Distinguish between the connotations of words with similar denotations (e.g. economical, thrifty).</p>
LA 6.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.	LA.6.V.1.c	c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.
LA 6.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
LA 6.1.6.a	Analyze text to determine author’s purpose(s) and describe how author’s perspective influences text.	LA.6.RI.3	Explain how an author establishes and conveys a perspective or purpose in an informational text.

LA 6.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	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 <u>resolution</u> .
		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).
LA 6.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).	N/A	
LA 6.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	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 6.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	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 6.1.6.f	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital 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.

LA 6.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	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.
LA 6.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.	LA.6.RP.7	Compare and contrast specific regional, national, and multicultural perspectives within and across literary texts to develop cultural awareness.
		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.
		LA.6.RI.7	Compare and contrast specific regional, national, and multicultural perspectives within and across informational texts to develop cultural awareness.
LA 6.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support	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 6.1.6.i	questions and support answers with explicit evidence from the text or additional sources.	LA.6.RI.6	Analyze an informational 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 6.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).	N/A	
LA 6.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	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.
LA 6.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to- text, and text-to-world connections while reading complex text.	N/A	

LA 6.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text.	N/A	
LA 6.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text and/or media.	N/A	
LA 6.1.6.o	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A	
LA 6.1.6.p	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	N/A	

**Writing Skills**

LA 6.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.		
LA 6.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
	Use prewriting activities and inquiry tools to recursively generate	LA.6.W.2.a	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.

LA 6.2.1.a	recursively generate ideas, organize information, guide writing, and answer questions.	LA.6.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.
LA 6.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and	LA.6.W.3.a LA.6.W.3.c LA.6.W.3.e	<p>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.</p> <p>c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</p> <p>e. Provide a conclusion clearly related to the narrated experiences or events.</p>
		LA.6.W.4.a LA.6.W.4.d	<p>a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</p> <p>d. Provide a concluding statement or section that follows from the argument presented.</p>

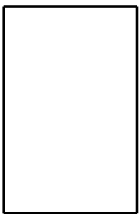
	<p>body, conclusion, and appropriate transitions linked to the purpose of the composition.</p>	<p>LA.6.W.5.a LA.6.W.5.b LA.6.W.5.c LA.6.W.5.d</p>	<p>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic.</p> <p>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</p> <p>d. Provide a concluding statement or section that follows from the information or explanation(s).</p>
<p>LA 6.2.1.c</p>	<p>Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.</p>	<p>LA.6.W.6.b  LA.6.W.4.b</p>	<p>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.</p> <p>b. Use relevant evidence from two or more credible sources.</p>
<p>LA 6.2.1.d</p>	<p>Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.</p>	<p>LA.6.W.1</p>	<p>Create grammatically correct multi-paragraph compositions with varied sentence structures.</p>

LA 6.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.6.W.2.c	c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
LA 6.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A	
LA 6.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.6.W.2.b	b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA 6.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.6.W.1.a LA.6.W.1.b LA.6.W.1.c	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.
LA 6.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.6.W.6.a LA.6.W.6.d	a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.  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.

LA 6.2.1.j	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA.6.W.2.d	d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
		Not addressed in 2014 Standards: LA.6.W.1 (d-g)	<p>d. Explain the function of articles (e.g. definite and indefinite) and apply knowledge to writing.</p> <p>e. Identify and use verb tenses (e.g. progressive).</p> <p>f. Distinguish between and use different types of phrases (e.g. prepositional and appositive).</p> <p>g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p>
LA 6.2.2	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.		
LA 6.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.6.W.3.b	b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.

LA 6.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A	
LA 6.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	N/A	
LA 6.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.6.W.3.d	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
		LA.6.W.4.c	c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
LA 6.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	N/A	
		<b>Not addressed in 2014 Standards:</b> LA.6.W.6.e	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).





ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards and Indicators	
Reading			
LA 7.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.		
LA 7.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
L.A. 7.1.5.a	Apply knowledge of Greek, Latin, and Anglo- Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA.7.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. audience, audible).
LA 7.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words	LA.7.V.1.a	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.
LA 7.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A	

LA 7.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	LA.7.V.2	<p>Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. Interpret figures of speech (e.g. literary, biblical, or mythological allusions) in context.</p> <p>b. Determine the relationship between words (e.g. cause/effect, part/whole, item/category).</p> <p>c. Distinguish between the connotations of words with similar denotations (e.g. polite, diplomatic).</p>
LA 7.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.	LA.7.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words
LA 7.1.6	<b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.		
LA 7.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.	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.5	Analyze how the major sections of text contribute to the development of ideas in an informational text.
		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 7.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).	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.
LA 7.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	N/A	
LA 7.1.6.d	Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme	LA.7.RP.1	Determine two or more implied or explicit themes a text and how they are supported with key details.
LA 7.1.6.e	Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.	LA.7.RI.1	Determine two or more implied or explicit central ideas of a text and how they are supported with key details.
LA 7.1.6.f	Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.	LA.7.RI.4	Analyze how the major sections of text contribute to the development of ideas in an informational text.
LA 7.1.6.g	Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.	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 7.1.6.h	Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.	LA.7.RP.7	Compare and contrast specific regional, national, and multicultural perspectives by explaining how an author or narrator introduces, illustrates, or describes diverse characters or ideas within and across literary texts to develop cultural awareness.
		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.
		LA.7.RI.7	Compare and contrast specific regional, national, and multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary and informational texts to develop cultural awareness.
LA 7.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	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	Compare and contrast how two or more authors writing about the same topic provide different evidence or interpretation of facts.

LA 7.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).	N/A	
LA 7.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	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.
LA 7.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.	N/A	
LA 7.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text.	N/A	

LA 7.1.6.n	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	N/A	
LA 7.1.6.o	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A	
LA 7.1.6.p	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	N/A	

**Writing Skills**

LA 7.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.		
LA 7.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.		
LA 7.2.1.a	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.	LA.7.W.2.a	a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
		LA.7.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.

LA 7.2.1.b	Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	<p>LA.7.W.3.a LA.7.W.3.c LA.7.W.3.e</p>	<p>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.</p> <p>c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</p> <p>e. Provide a conclusion that is clearly related to and reflects on the narrated experiences or events.</p>
		<p>LA.7.W.4.a LA.7.W.4.d</p>	<p>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</p> <p>d. Provide a concluding statement or section that follows from and supports the argument(s) presented.</p>
		<p>LA.7.W.5.a LA.7.W.5.b LA.7.W.5.c LA.7.W.5.d</p>	<p>a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</p> <p>b. Develop a topic with information (e.g. facts, definitions, concrete details, quotations, examples) related to the topic.</p> <p>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</p> <p>d. Provide a concluding statement or section that follows from the information or explanation(s).</p>

LA 7.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA.7.W.6.b	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.
		LA.7.W.4.b	b. Explain and cite relevant evidence from multiple credible sources.
LA 7.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA.7.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures.
LA 7.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.7.W.2.c	c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.
LA 7.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A	
LA 7.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.7.W.2.b	b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA 7.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.7.W.1.a LA.7.W.1.b	a. Apply knowledge of rules for capitalization.  b. Use a comma to separate coordinate adjectives.

LA 7.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.7.W.6.a LA.7.W.6.d	<p>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</p> <p>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.</p>
LA 7.2.1.j	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA.7.W.2.d	d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
		<b>Not addressed in 2014 Standards: LA.7.W.1 (c-e)</b>	<p>c. Distinguish between types of clauses (e.g. noun, relative, adverbial), modifiers (e.g. misplaced and dangling), and adjectives (coordinate and cumulative).</p> <p>d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.</p> <p>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</p>
LA 7.2.2	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.		

LA 7.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.7.W.3.b	b. Use narrative techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.
LA 7.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A	
LA 7.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	N/A	
LA 7.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.7.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
		LA.7.W.4.c	c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
LA 7.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	N/A	

e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g.

**Not addressed in 2014**

**Standards:**

**LA.7.W.6.e**

safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).







































ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 NE Standards and Indicators	
Reading			
LA 8.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.		
LA 8.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.		
LA 8.1.5.a	Apply knowledge of Greek, Latin, and Anglo- Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.	LA.8.V.1.b	b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g. recede, precede).
LA 8.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	LA.8.V.1.a	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.

LA 8.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A	
LA 8.1.5.d	Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.	LA.8.V.2	<p>Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Determine the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish between the connotations of words with similar denotations (e.g. willful, resolute).</p>
LA 8.1.5.e	Verify meaning and pronunciation of words or phrases using reference materials.	LA.8.V.1.c	c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

LA 8.1.6	<p><b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>		
LA 8.1.6.a	Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.	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 8.1.6.b	Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).	LA.8.RP.2	Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create <u>meaning</u> .
		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.

LA 8.1.6.c	Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).	N/A	
LA 8.1.6.d	Summarize, analyze and synthesize the development of a common theme between two literary texts and/or media.	LA.8.RP.1	Determine two or more implied or explicit themes of a text and how they develop over the course of a text, including their relationship to supporting ideas.
LA 8.1.6.e	Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.	LA.8.RI.1	Determine two or more implied or explicit central ideas of a text and how they develop over the course of a text, including their relationship to supporting ideas.
LA 8.1.6.f	Analyze and evaluate information from print and digital text features to support comprehension.	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.
LA 8.1.6.g	Cite specific textual evidence to analyze and make inferences based on the	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 8.1.6.g	based on the characteristics of a variety of literary and informational texts.	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 8.1.6.h	Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.	LA.8.RP.7	Analyze specific regional, national, and international multicultural perspectives to make connections among and distinctions between culturally diverse characters or ideas within and across a range of literary texts.
		LA.8.RI.2	Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
		LA.8.RI.7	Analyze specific regional, national, and international multicultural perspectives to make connections among and distinctions between culturally diverse individuals or ideas within and across a range of informational texts.
LA 8.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.	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	Synthesize the implied or stated central idea(s) in an informational text to draw conclusions and deepen understanding of self and others.

LA 8.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support)	N/A	
LA 8.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	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.
		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.
LA 8.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	N/A	

LA 8.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand text	N/A	
LA 8.1.6.n	Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	N/A	
LA 8.1.6.o	Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A	
LA 8.1.6.p	Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.	N/A	
<b>Writing Skills</b>			
LA 8.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.		

LA 8.2.1	<p><b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.</p>		
LA 8.2.1.a	Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA.8.W.2.a	a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
		LA.8.W.6.c	c. Select and use appropriate note-taking formats to collect and organize information.

LA 8.2.1.b	Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to	<p>LA.8.W.3.a LA.8.W.3.c LA.8.W.3.e</p>	<p>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.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>e. Provide a conclusion that is clearly related to and reflects upon the narrated experiences, observations, and/or conflicts resolved over the course of the narrative.</p>
		<p>LA.8.W.4.a LA.8.W.4.e LA.8.W.4.f</p>	<p>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</p> <p>e. Establish and maintain a formal tone.</p> <p>f. Provide a conclusion that follows from and supports the argument(s) presented.</p>

	<p>the purpose of the composition.</p>	<p>LA.8.W.5.a LA.8.W.5.b LA.8.W.5.c LA.8.W.5.d</p>	<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</p> <p>c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</p> <p>d. Provide a concluding statement or section that follows from the information or explanation(s).</p>
	<p>Gather and use</p>	<p>LA.8.W.6.b</p>	<p>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.</p>

LA 8.2.1.c	relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA.8.W.4.b	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.
		LA.8.W.4.c	c. Explain and cite relevant evidence from multiple credible sources.
LA 8.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.	LA.8.W.1	Create grammatically correct multi-paragraph compositions with varied sentence structures.
LA 8.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.8.W.2.c	c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers.

LA 8.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A	
LA 8.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.8.W.2.b	b. Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
LA 8.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.8.W.1.a LA.8.W.1.b	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.
LA 8.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.8.W.6.a LA.8.W.6.d	a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.  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.

LA 8.2.1.j	Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).	LA.8.W.2.d	d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
		<p><b>Not addressed in 2014 Standards:</b> LA.8.W.1 (c-f)</p>	<p>c. Explain the function of and use different types of verbals in sentences (e.g. gerunds, participles, infinitives).</p> <p>d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).</p> <p>e. Identify uses of parallel structure in words, phrases, and clauses.</p> <p>f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.</p>
LA 8.2.2	<p><b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p>		

LA 8.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.8.W.3.b	b. Use narrative techniques (e.g. dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).
LA 8.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A	
LA 8.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	N/A	

LA 8.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.8.W.3.d	d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
		LA.8.W.4.d	d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence
LA 8.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece	N/A	
		<p><b>Not addressed in 2014 Standards:</b> LA.8.W.6.e</p>	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).

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 N
Reading		
LA 10.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 10.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 10.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA.10.V.1.a
LA 10.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A

LA 10.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	LA.10.V.2
LA 10.1.5.e	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA.10.V.1.c
		<p><b>Not addressed in 2014 Standards:</b> LA.10.V.1.b</p>

LA 10.1.6	<p><b>Comprehension:</b> Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>	
LA 10.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.	LA.10.RI.3
		LA.10.RP.2

LA 10.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	LA.10.RP.3
		LA.10.RP.4
LA 10.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).	N/A



		LA.10.RP.7
LA 10.1.6.g	Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.	LA.10.RI.2

		LA.10.RI.5
		LA.10.RI.7
LA.10.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing	LA.10.RP.6

LA 10.1.6.i	and synthesizing evidence from the text and additional sources to support answers.	LA.10.RI.6
LA 10.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	N/A
LA 10.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict	LA.10.RP.8

LA 10.1.6.k	viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	LA.10.RI.8
LA 10.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	N/A
LA 10.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	N/A
LA 10.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	N/A

LA 10.1.6.o	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A
LA 10.1.6.p	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	N/A

**Writing Skills**

LA 10.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 10.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.	

LA 10.2.1.a	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA.10.W.2.a
		LA.10.W.6.c
		LA.10.W.3.a LA.10.W.3.c LA.10.W.3.e

LA 10.2.1.b	Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.	LA.10.W.4.a LA.10.W.4.d LA.10.W.4.e
		LA.10.W.5.a LA.10.W.5.b LA.10.W.5.c LA.10.W.5.d LA.10.W.5.e

LA 10.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA.10.W.6.b
		LA.10.W.4.b
LA 10.2.1.d	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA.10.W.1
LA 10.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.10.W.2.c

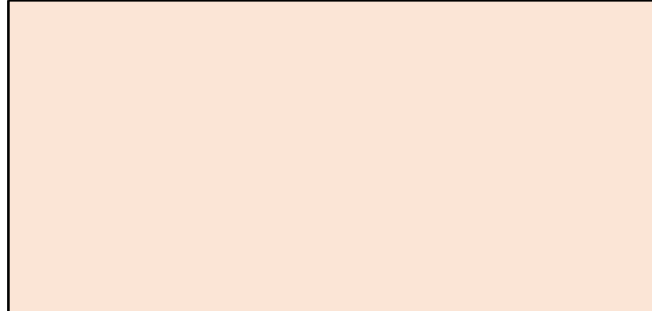
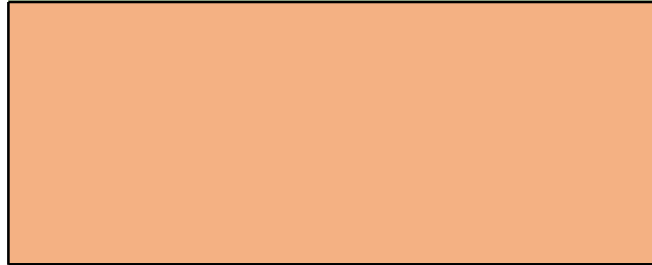
LA 10.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A
LA 10.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.10.W.2.b
LA 10.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	LA.10.W.1.a LA.10.W.1.b
LA 10.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.10.W.6.a LA.10.W.6.d

LA 10.2.1.j	Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	LA.10.W.2.d
		<b>Not addressed in 2014 Standards:</b> LA.10.W.1 (c-e)

LA 10.2.2	<b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA 10.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.10.W.3.b
LA 10.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A
LA 10.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	N/A

LA 10.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.10.W.3.d
LA 10.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	N/A
		<p><b>Not addressed in 2014 Standards:</b> LA.10.W.6.e</p>

**VE Standards and Indicators**



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.



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.

c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis).



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.

Analyze how the development and interaction of characters, settings, and important events contribute to the meaning of the work as a whole.

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

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.

Analyze the development of two or more implied or explicit themes over the course of a text or texts.

Analyze the development of two or more implied or explicit central ideas over the course of a text or texts.

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).

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).

Develop regional, national, and multicultural proficiency by analyzing how an author or narrator unfolds a series of events or ideas, including historical, cultural, biographical, and/or political perspectives within and across a wide range of literary texts.

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

Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

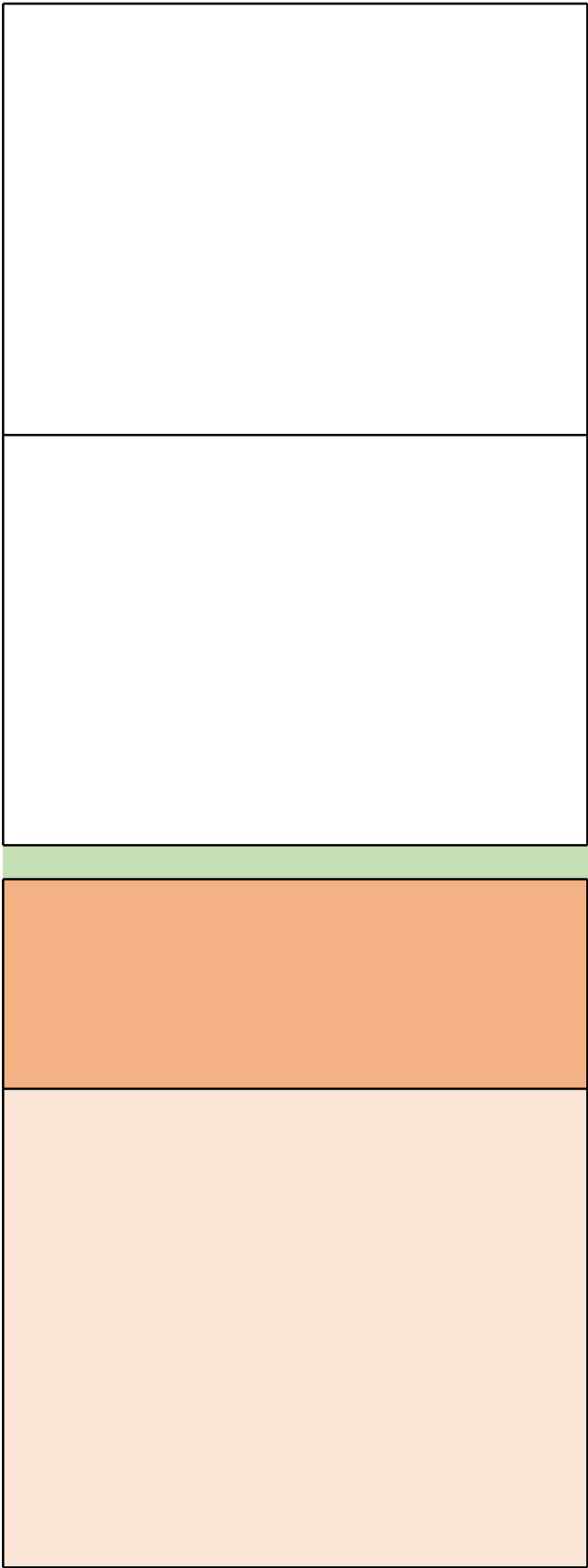
Develop regional, national, and multicultural proficiency by analyzing how an author or speaker unfolds a series of events or ideas, including historical, cultural, biographical, and/or political perspectives within and across a wide range of informational texts.

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.

Analyze the implied or stated central idea(s) in an informational text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

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.

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.



a. Identify and use resources and inquiry tools to plan, organize, and draft writing.

c. Select and use appropriate note-taking formats to collect and organize information.

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.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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 argument(s) presented.

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 concluding section that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

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.

b. Analyze multiple credible sources and incorporate and cite accurate, reliable evidence to logically support the claim and reasons and counter argument(s).

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

c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience.

b.Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

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.

a.Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.

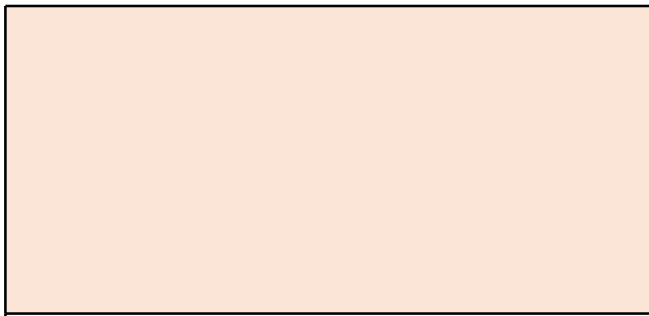
d.Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).

d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

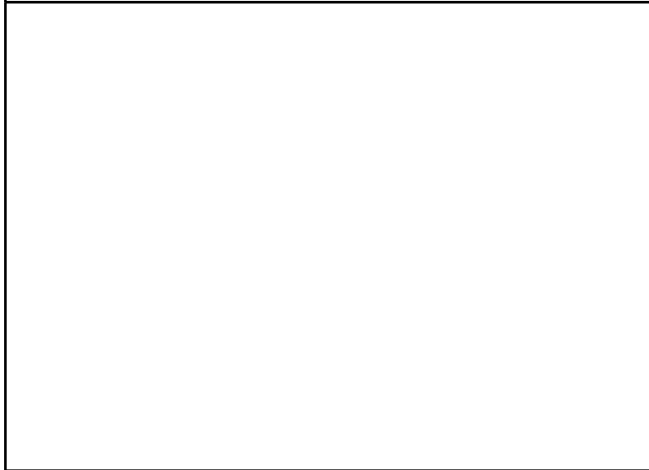
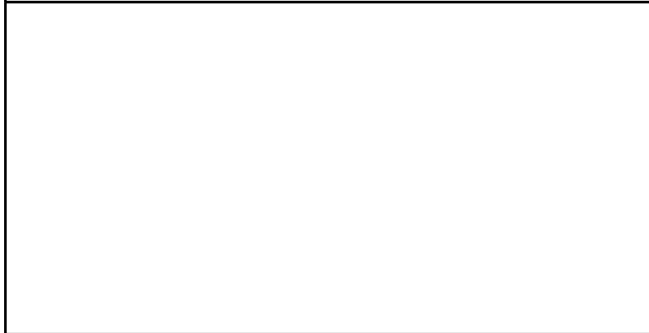
c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

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.



b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



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.

c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.

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).

ELA Crosswalk: 2014 NE Standards --> 2021 NE Standards

2014 NE Standards and Indicators		2021 N
Reading		
LA 12.1	<b>Reading:</b> Students will learn and apply reading skills and strategies to comprehend text.	
LA 12.1.5	<b>Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 12.1.5.a	Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.	LA.12.V.1.a
LA 12.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	N/A

LA 12.1.5.d	Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.	LA.12.V.2
LA 12.1.5.e	Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.	LA.12.V.1.c
		<p><b>Not addressed in 2014 Standards:</b> LA.12.V.1.b</p>

LA 12.1.6	<p><b>Comprehension:</b>  Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.</p>	
LA 12.1.6.a	Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.	LA.12.RI.3
		LA.12.RP.2

LA 12.1.6.b	Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).	LA.12.RP.3
		LA.12.RP.4
LA 12.1.6.c	Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood)	N/A



		LA.12.RP.7
LA 12.1.6.g	Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.	LA.12.RI.2

		LA.12.RI.5
		LA.12.RI.7
LA.12.1.6.i	Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing	LA.12.RP.6

LA.12.1.D.1	and synthesizing evidence from the text and additional sources to support answers.	LA.12.RI.6
LA.12.1.6.j	Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).	N/A
LA.12.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint,	LA.12.RP.8

LA 12.1.6.k	predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	LA.12.RI.8
LA 12.1.6.l	Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.	N/A
LA 12.1.6.m	Self-monitor comprehension and independently apply appropriate strategies to understand complex text.	N/A
LA 12.1.6.n	Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.	N/A

LA 12.1.6.o	Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).	N/A
LA 12.1.6.p	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	N/A

**Writing Skills**

LA 12.2	<b>Writing:</b> Students will learn and apply writing skills and strategies to communicate.	
LA 12.2.1	<b>Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade- level.	

LA 12.2.1.a	Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.	LA.12.W.2.a
		LA.12.W.6.c
		LA.12.W.3.a LA.12.W.3.c LA.12.W.3.e

<p>LA 12.2.1.b</p>	<p>Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.</p>	<p>LA.12.W.4.a LA.12.W.4.d LA.12.W.4.e</p>
		<p>LA.12.W.5.a LA.12.W.5.b LA.12.W.5.c LA.12.W.5.d LA.12.W.5.e</p>

LA 12.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.	LA.12.W.6.b
		LA.12.W.4.b
LA 12.2.1.d	Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.	LA.12.W.1
LA 12.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	LA.12.W.2.c

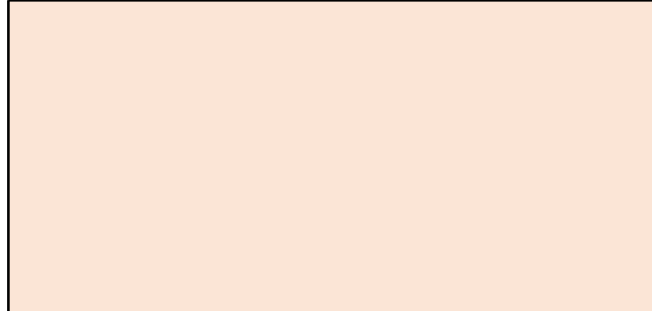
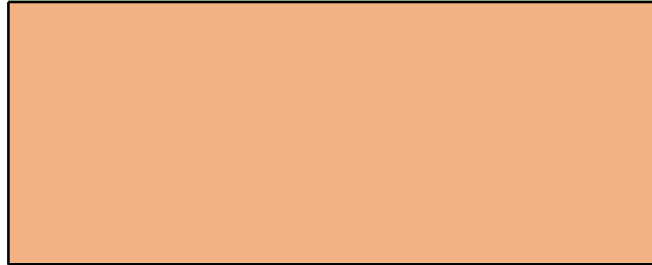
LA 12.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	N/A
LA 12.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	LA.12.W.2.b
LA 12.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	N/A
LA 12.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	LA.12.W.6.a LA.12.W.6.d

LA 12.2.1.j	Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).	LA.12.W.2.d
		<b>Not addressed in 2014 Standards:</b> LA.12.W.1 (a-b)

LA 12.2.2	<p><b>Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.</p>	
LA 12.2.2.a	Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	LA.12.W.3.b
LA 12.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	N/A
LA 12.2.2.c	Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.	N/A

LA 12.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	LA.12.W.3.d
LA 12.2.2.e	Analyze various mentor texts and/or exemplars in order to create a similar piece.	N/A
		<p><b>Not addressed in 2014 Standards:</b> LA.12.W.6.e</p>

**VE Standards and Indicators**



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.



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.

c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).



Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

Evaluate 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.

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

Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

Evaluate the development of two or more implied or explicit themes over the course of a text or texts.

Evaluate the development of central ideas over the course of a text or texts.

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.

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

Demonstrate multicultural proficiency through analysis and evaluation of historical, cultural, biographical, and/or political perspectives within and across a wide range of literary texts.

Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

Analyze seventeenth-, eighteenth-, and nineteenth-century American works of historical and literary significance for their central ideas, purposes, and rhetorical style.

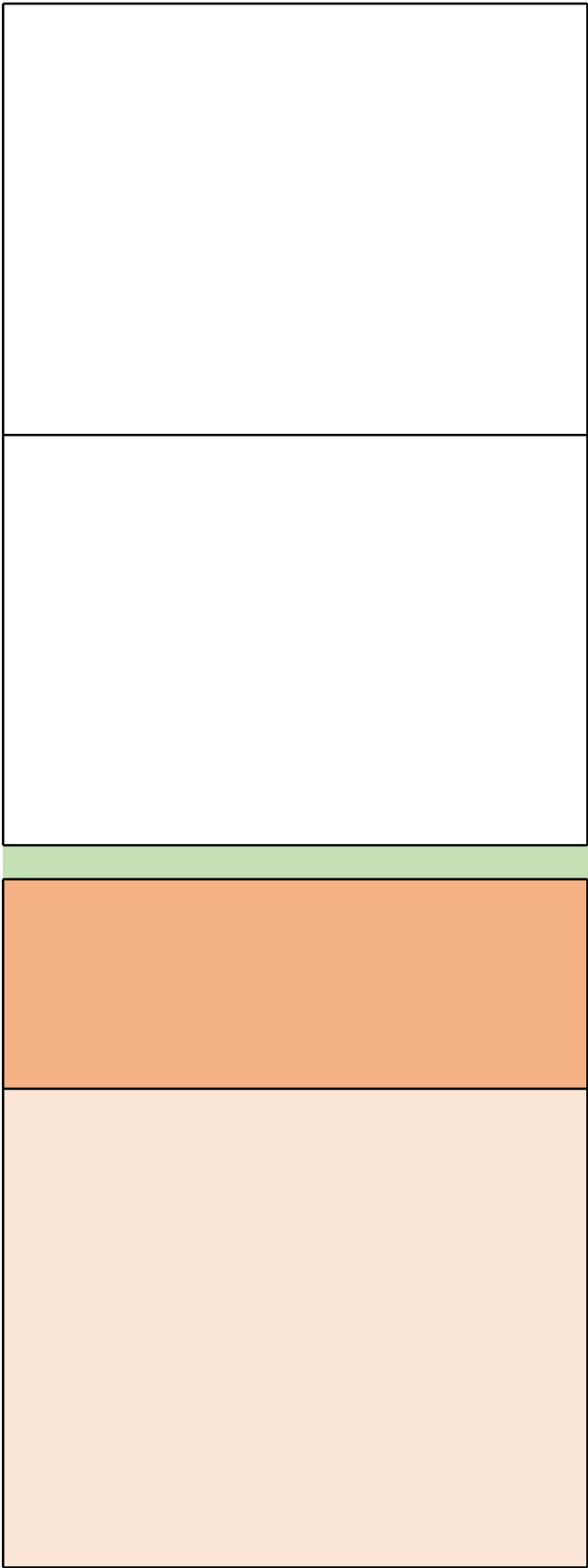
Demonstrate multicultural proficiency through analysis and evaluation of historical, cultural, biographical, and/or political perspectives within and across a wide range of informational texts.

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

Evaluate central ideas within and across informational texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

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

Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.



a. Identify and use resources and inquiry tools to plan, organize, and draft writing.

c. Select and use appropriate note-taking formats to collect and organize information.

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.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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 argument(s) presented.

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 concluding section that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

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.

b. Evaluate and synthesize multiple credible sources and incorporate and cite accurate, reliable evidence to logically support the claim and reasons and counter argument(s).

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

c. Improve and clarify writing by proofreading, revising, and editing, considering feedback from adults and peers to address the needs of a particular audience and to enhance purpose, structure, and style.

b.Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

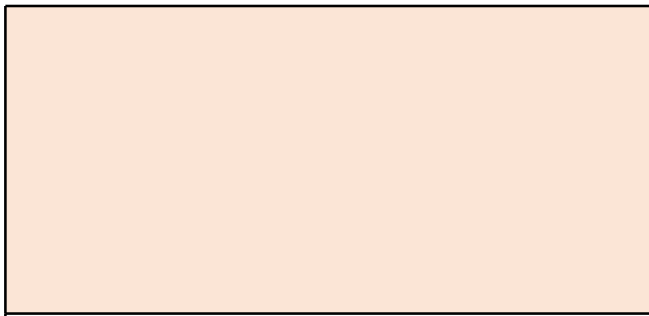
a.Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.

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).

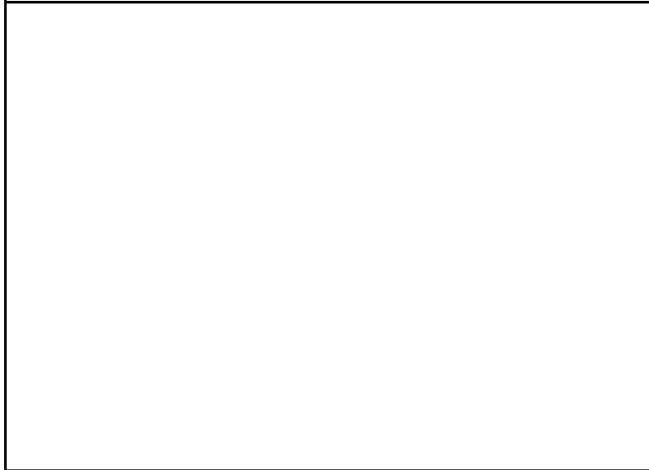
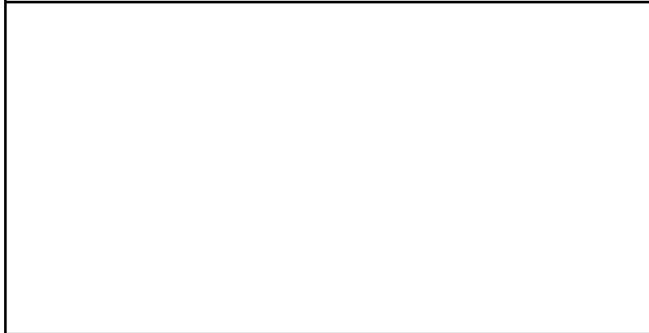
d. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

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.



b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.



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.

c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.

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).



**2022 – 2023**

**Shelby-Rising City Public**

**School Certified Staff**

**Negotiated Agreement**

## TABLE of CONTENTS

Preamble.....	4
General Purpose .....	4
Negotiations Procedures.....	4
Article I .....	5
▪ Teacher Rights	
Article II .....	5
▪ Association Rights	
A. Association Use of District Property	
Article III.....	5-7
▪ Salaries	
A. Salary Schedule (Appendix A)	
B. Initial Placement	
C. Base Salary	
D. Horizontal Movement	
E. Vertical Movement	
F. Movement After Initial Placement	
G. Part-Time/Job-Sharing	
H. Extra Duty (Appendix C)	
I. Duty Pay (Appendix D)	
J. Pay for Bus Drivers During the Regular School Day	
K. Mileage	
L. Pay for Admissions to Supervise	
M. Extended Contracts	
N. Pay for Unused Leave Days	
Article IV.....	7-8
▪ Insurance and Annuities	
A. Standard Health Insurance Rates (Appendix E)	
B. Disability Insurance	
C. Tax Shelter	
D. Flexible Spending Account Plan	
E. Complete Annual Coverage	
Article V.....	8-10
▪ Leaves	
A. Leave Days	
B. Emergency Leave Bank	
C. Bereavement	
D. Professional	
Article VI.....	11-12
▪ Professional Growth	
A. Policy	
B. Professional Growth Chart	
C. Professional Growth Period	
D. Professional Growth Activities	
Article VII.....	12

- Miscellaneous Provisions
  - A. Non-Discrimination
  - B. Separability Clause
  - C. Safety Committee

Article VIII ..... 12

- Duration of Agreement

Article IX ..... 13

- Document Authorization

Appendix A ..... 14

- Salary Schedule

Appendix B ..... 15

- School Calendar

Appendix C ..... 16-17

- Extra Duty Schedule

Appendix D ..... 18

- Duty Pay

Appendix E ..... 19

- Insurance Premiums

PREAMBLE

THIS AGREEMENT IS MADE AND ENTERED INTO this 8th day of November, 2021, by and between the Board of Education of the School District of Shelby-Rising City Public School, Dist. #32, in the county of Polk in the State of Nebraska (hereinafter referred to as the "Board" or "District" as the context may require) and the Shelby-Rising City Education Association (hereinafter referred to as the "Association").

## GENERAL PURPOSE

The Board and the Association recognize that the development of a quality educational program for the children attending the public schools of Shelby-Rising City is a joint responsibility that can best be achieved by agreement that all parties work toward common goals. The Board and the Association enter in this Agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the educational needs of the community.

## NEGOTIATIONS PROCEDURES

The two parties to this Agreement believe the following basic procedures are necessary for good faith bargaining to occur:

Each party will name a negotiations team and indicate a spokesperson, such information to be given to the other party prior to the first session.

Either party may request bargaining be opened by contacting the President or spokesperson of the other party.

Meeting dates and times will be scheduled by mutual consent of the two parties.

Facts, opinions, proposals and counter-proposals will be freely discussed in good faith during the meetings.

All participants shall treat each other professionally and respectfully during discussions and shall give due consideration to all proposals.

Final agreements shall be reduced to writing and signed by both parties.

## ARTICLE I

## Teacher Rights

Nothing contained in this Agreement shall be construed to deny any teacher those rights provided under Nebraska law or other applicable laws and regulations. Rights granted to teachers herein shall be deemed to be in addition to those provided elsewhere.

The Board will not discriminate against any teacher with respect to terms and conditions of employment by reason of membership in the Association and its affiliates, participation in collective negotiations with the Board, or institution of a grievance in good faith relative to the terms of this Agreement.

## ARTICLE II

### Association Rights

#### A. Association Use Of District Property

Representatives of the Association and its affiliates shall be allowed to conduct Association business on school property during school hours, providing such business does not cause undue interruption of the school program.

The Association shall be allowed the use of the school buildings for meetings, providing that such use does not result in unscheduled maintenance costs, in which case an appropriate fee for that use will be negotiated between the parties to this Agreement.

The Association shall be allowed the use of school equipment including typewriters, computers, duplicating machines, audio-visual equipment, and standard office equipment, provided that the Board may assess the Association a reasonable fee for expendable supplies consumed during such use.

The Association shall be allowed to make reasonable use of the school's communication system, including teachers' mailboxes, intercom, teacher bulletins, email, etc. Such use shall not cause unnecessary interruption of the education program of the school.

## ARTICLE III

### Salaries

#### A. Salary Schedule

The salary of each teacher covered by this Agreement shall be determined by the salary schedule attached as Appendix A to this Agreement. Teacher employed full-time under this agreement will be required to work per Board Policy 400.01. (Appendix B - Calendar)

#### B. Initial Placement

When hired teachers shall be credited with all previous teaching experience and placed on the schedule according to their degree level. All pre-existing hours that are allowed for schedule placement must be declared and verified at the time of initial employment or the hours will not thereafter be considered for salary schedule placement.

#### C. Base Salary

The base salary shall be \$37,550.00.

D. Horizontal Movement

Credit for additional hours shall be credited on September 1 and movement on the salary schedule shall take place accordingly. (Unofficial transcript or proof of course completion accepted at this time). All post BA hours shall earn credit for horizontal advancement on the salary schedule up to and including BA+27. Hours in a Master's program will be awarded. All post MA hours shall earn credit for horizontal advancement on the salary schedule up to and including MA+18.

In order to advance horizontally on the salary schedule, the Superintendent, in writing, must approve all hours, if horizontal movement is the intent for the ensuing year. A grade report and an official transcript must be provided by the teacher on or before October 1, in order for the schedule advancement to be awarded.

A maximum of nine hours of approved undergraduate credit in an assigned, endorsed or related teaching field qualifies an employee for advancement to the BA+9 column. Beyond the BA+9 column, all hours must be graduate hours, except hours acquired as a result of a Board and/or Administrative request that the teacher obtain an additional endorsement. Advancement to the MA column and beyond requires acquisition of the MA degree in an assigned, endorsed, or related teaching field.

Teachers employed by the district prior to the 2017-18 school year will be permitted to remain at the MA column if they had already reached the BA+36 level.

E. Vertical Movement

Teachers shall be placed on the proper vertical step in accordance with their experience in the district plus credited prior teaching experience.

F. Movement After Initial Placement

After initial placement on the salary schedule, staff members' schedule movement is limited to a maximum of one horizontal and one vertical column step per year per teacher.

G. Part-Time/Job-Sharing

Part-time and job-sharing employees that hold a contract of .49 or greater will receive salary and fringe benefits prorated according to FTE.

H. Extra Duty

When the district assigns an extracurricular duty to a teacher, the salary shall be in accordance with the provisions of the extra duty/extra-curricular salary schedule attached as Appendix C.

I. Duty Pay

All employees who supervise or work at designated school activities outside of the normal school day will be paid \$30.00 for the activities listed on the duty pay schedule attached as Appendix D. A normal school day, for the purposes of this policy, is defined as Monday through Friday from 8:00 a.m. to 4:00 p.m. This pay does not apply to those jobs listed on the extra duty pay schedule.

J. Pay for Bus Drivers During the Regular School Day

Teachers who hold bus licenses shall be compensated to drive activity trips at current district activity driving rates when transporting students. If the teacher/driver is the activity sponsor, he/she will be paid road time only.

K. Mileage

The district will pay a rate set annually by the Board of Education according to the IRS standard mileage rate when a teacher is required to use his/her car to make authorized trips out of the District.

L. Pay for Admissions to Supervise

Staff members designated to supervise activities and contests will be paid the price of admission to attend these events when passes are not honored or available.

M. Extended Contracts

Where a contractual agreement has been reached between an individual teacher and the district relating to employment beyond the annual employment period, the salary for that extended contract shall be a pro-rata extension of that teacher's daily rate of pay for the annual employment period.

N. Pay for Unused Leave Days

At the end of each school year each teacher who has 30 accumulated days will be paid \$25 for each of the 11 unused days for that year.

## ARTICLE IV

### Insurance and Annuities

A. SEE ATTACHED 2022-2023 STANDARD RATES SHEET (Appendix E)

\*EHA \$1200 Deductible Plan or \$3600 Deductible HSA-Eligible (Dual Choice)

\*When an employee chooses the HSA, the District will deposit the difference between the \$1200 annual premium and the \$3600 HSA annual premium into each employee's HSA account on January 1.

\*EHA PPO 100% A, 75% B, 50% C Coverage – Option 2

\*District pays 100% of the premium

B. Disability Insurance

The Board in consultation with the SRCEA will select one company to provide long-term disability insurance for the certified staff. The policyholder will pay the premium.

C. Tax Shelter

The staff may choose to participate in a supplemental retirement option or 403b plan that is managed by 403b Consultants, LLC in Norfolk, NE. Staff may choose to use another investment/management firm with some limitations to the District's ability to offer as a pre-tax option.

D. Complete Annual Coverage

For each teacher who remains in the employ of the Board for the full school year, the Board shall make payment of insurance premiums to provide insurance coverage for the full twelve (12) month period. Upon cancellation or resignation of an employee's contract during the contract year, the employee shall receive insurance coverage as provided herein on a prorated basis for a period which is the same ratio as the number of service day performed by the employee up to the date of cancellation or resignation to the 12-month coverage period.

ARTICLE V

Leaves

A. Leave Days

At the beginning of each school year, each teacher will be credited with 11 paid leave days. The unused portion of such allowance shall be accumulated from year to year to a total of 30 days.

These accumulated days will be designated as sick days. Each school year, each teacher shall use the 11 paid leave days before being allowed to use the accumulated 30 sick days. The Board shall furnish to each teacher a written statement at the beginning of each school year setting forth the total of sick leave credit.

When using the accumulated 30 sick days and after five days of consecutive absence, the Board of Education through the Superintendent, may request a doctor's written statement outlining any continued need for time off, including the probable time of return to work. After an absence, due to illness, the employee may be asked to sign a statement saying that the absence was due to illness.

Employees will be able to use their accumulated sick leave for illness and/or doctor's appointments in their immediate family. Immediate family shall include spouse, children, mother, father, mother-in-law, father-in-law, grandparents, and grandchildren and anyone living in the household under your care.

B. Emergency Leave Bank

The parties agree that it is in the best interests of the school district's students that certificated staff members miss work only when absolutely necessary. This Emergency Leave Bank is created to address instances in which employees are so ill that they cannot work due to a serious health condition and the employee has accrued inadequate paid sick leave to cover all of his/her absences. Participation in the Emergency Leave Bank is completely voluntary.

Eligibility for Emergency Leave Bank Days

Emergency Leave Bank participants are only eligible to withdraw days from the Emergency Leave Bank if they meet all of the following criteria. Employees must:

1. Be full-time certificated employees.
2. Employed by the school district at the start of the school year. Employees who begin employment in the middle of a school year will not be eligible to participate until they have completed that school year.

3. Have a "serious health condition" as defined under the Family and Medical Leave Act (FMLA) and regulations interpreting the FMLA. Emergency Leave Bank days will not be provided for the serious health condition of family members or for other circumstances qualifying for FMLA protection.
4. Have requested leave through the FMLA/school district's FMLA policy.
5. Have exhausted all applicable paid leave days and used all accumulated compensatory time.
6. Not receive Workers' Compensation wage benefits for the days missed. Employees who dispute the denial of Workers' Compensation wage benefits and are ultimately awarded wage benefits will be required to assign back to the district any benefits received equal to the amounts received from the Emergency Leave Bank.
7. Be deemed ineligible for any short- or long-term disability insurance coverage for which the employee is eligible, regardless of whether that coverage is obtained through the school district or from some other source.
8. Provide the district with adequate medical certification, from a health care provider supporting the absence. The district may require recertification of the condition in accordance with FMLA recertification procedures. The adequacy of medical certification will be determined in the sole and unfettered discretion of the Committee identified below. All documentation of a serious health condition will be maintained confidentially and separately from the regular personnel file.
9. Have contributed one day in each consecutive year of employment in order to be eligible for available days over 10 days.
10. Submit a written application for benefits in writing to the Committee.

**Number of Emergency Leave Bank Days**

The maximum number of leave bank days employees may receive in any school year is limited in accordance with the chart below:

<b>School Years Completed with District</b>	<b>Emergency Leave Bank Days Available</b>
0-5 years	10 days
6-10 years	15 days
11-20 years	20 days
20 years or more	25 days

Employees who become eligible for Emergency Leave Bank days after the days in the bank have been exhausted will not receive Emergency Leave Bank days. Employees who have received the maximum number of Emergency Leave Bank days in a school year are ineligible for additional Emergency Leave Bank days for the next full school year.

## Contributions

1. Donated leave days are irrevocable and nonrefundable.
2. Employees cannot designate the recipient of the donated days.
3. Each employee may donate a maximum of 1 day of accumulated leave to the bank per year.
4. Employees must have a minimum of 10 days of leave available for their own use after their donation to the bank.

## Administration

1. The Emergency Leave Bank shall be administered by the Emergency Leave Bank Committee which shall consist of the Shelby-Rising City Superintendent and the President of the SRCEA.
2. Requests for leave will be reviewed by the Committee. The Committee's approval or denial of any Emergency Leave Bank request shall be final and shall not be subject to any grievance procedure or appeal process.
3. The Committee shall be responsible for keeping all records related to the bank, including participants, requests, approvals and denials, account balance, usage, etc. All documentation of a serious health condition will be maintained confidentially and separately from the regular personnel file.
4. The Committee may distribute Emergency Leave days from the bank until it is depleted. In no event may the Committee distribute days in excess of the number available in the Emergency Leave Bank.  
Any unused leave days in the bank at the end of the school year will be carried over to the next school year.

## Termination or Dissolution of the Bank

In the event that the Emergency Leave Bank is terminated, dissolved, or otherwise discontinued, any days remaining in the bank will be distributed equally among all employees who have contributed Emergency Leave days to the bank to the extent that full days, rather than fractions of days, may be distributed. Any remaining days will be assumed by the district. Participating employees do not have a property right to Emergency Leave Bank days.

### C. Bereavement

A teacher shall be entitled to leave with pay for a maximum of three (3) contract days per year in the event of the death of the employee's parent, sibling, child or spouse. A maximum of three (3) additional unpaid contract days shall be allowed each time another listed individual dies within the same contract year. Such leave may be used only during the five (5) calendar day period commencing with the date of death.

### D. Professional

Teachers shall be granted professional leave as approved by administration.

## ARTICLE VI

### Professional Growth

#### A. Policy

Professional Growth: In accordance with Nebraska state statute 79-830, all permanent certificated employees shall be required, every six years, to give evidence of professional growth. Six semester hours of college credit shall be accepted by the Board of Education as evidence of professional growth, or in the alternative, a point system devised by and jointly administered by the Shelby-Rising City Education Association and the administration will be utilized to show evidence of professional growth. Standards for the point system shall be set and communicated annually to all certificated staff.

#### B. Professional Growth Chart

Teachers on probationary contracts do not need to work at gaining growth hours. However, probationary teachers will be given credit for all college credit. Tenured (permanent) teachers must begin meeting the requirements established through negotiations for professional growth procedures.

Professional growth activity will be documented by completing a Professional Growth Activity Form (found as a Google document). Administration approval will be required for all activities and a request substantiating evidence of the completion of the activity may, with discretion, be required.

Professional growth may be gained in a variety of ways. Points for college credit and/or meetings, workshops, or other professional hours are totaled. The required six (6) points may be earned in a single year or throughout the reporting period.

#### C. Professional Growth Period

The Professional Growth Period refers to each six (6) year period during which permanent certificated employees are required to give evidence of professional growth. A permanent certificated employee begins his/her initial six (6) year growth period on September 1 in the year that he/she becomes a permanent certificated (tenured) employee, and ends August 31, six (6) years later. The beginning of the seventh year as a permanent certificated (tenured) employee starts the second six (6) year period.

#### D. Professional Growth Activities

- a. Formal Class Work – One point per college semester hour, undergraduate (approved) or graduate, earned through an accredited college or university. A transcript will serve as evidence of credit earned and will be maintained within the employee's personal file.
- b. Auditing Courses – ½ point per college semester hour, undergraduate (approved) or graduate, completed through an accredited college or university
- c. Supervising Student Teachers – One point for having a student teacher. If the student teacher is assigned to more than one cooperating teacher, the points will be assigned on a proportional basis (three point maximum per six-year period)
- d. Staff Mentoring – One point for staff mentorship when serving as an official mentor for a teacher. Mentors must participate in SRC's New Staff Mentoring Program to be eligible for professional growth points. (three point maximum per six-year period)
- e. Student Mentoring – One point for completing two years as a student mentor in an SRC approved program. (two points maximum per six-year period)
- f. Chairing a Committee – One point per six-year professional growth period for chairing a school committee. (One point maximum per six-year period)
- g. Workshops, Conferences and Special Classes – ½ point per day of participation in workshops, conferences and special classes. The teacher may submit an

accumulation of workshops, conferences and special classes for one professional growth point per two days of participation. (up to 3 points may be earned during on-contract time)

- i. No credit will be allowed for workshop and in-services attended which are part of or required in-service days.
- h. Other Activities – (One point maximum per six-year period)
  - i. ½ point for participation on a Nebraska Department of Education Advisory Committee, on school or college accreditation teams, or other professionally related commissions.
  - ii. ½ point for demonstration teaching and/or presenting to colleagues outside of the district
  - iii. ½ point for completion of adult education classes, if the subject is relevant to the employee’s teaching area
  - iv. ½ point for completion of 6 hours of webinars, if the subject is relevant to the employee’s teaching area

## ARTICLE VII

### Miscellaneous Provisions

#### A. Non-discrimination

The Board and the Association agree that there shall be no discrimination, and that all practices, procedures, and policies of the school system shall clearly exemplify that there is no discrimination in the hiring, training, assignment, promotion, transfer, or discipline of teachers or in the application or administration of this Agreement on the basis of race, creed, color, religion, national origin, sex, domicile, marital status, or disability.

#### B. Separability Clause

If any of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provisions or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

#### C. Safety Committee

The Superintendent may appoint members of the staff to serve on the safety committee as appropriate and as required by law.

## ARTICLE VIII

### Duration of Agreement

The terms of this negotiated agreement shall remain in full force and effect from year to year until they are superseded by an agreement of the parties or by an order of the Commission of Industrial Relations.

ARTICLE IX

Document Authorization

In witness whereof the parties hereto caused this contract to be signed by their respective presidents, attested by their respective chief negotiators, and their signatures to be placed hereon, all on this day and year of November 15<sup>th</sup>, 2021.

Shelby – Rising City Education Association

Shelby – Rising City Board of Education

By \_\_\_\_\_  
Association President

By \_\_\_\_\_  
Board of Education President

By \_\_\_\_\_  
Association Chief Negotiator

By \_\_\_\_\_  
Board of Education Chief Negotiator

APPENDIX A

Shelby - Rising City Public School

Salary Schedule - 2022-2023

Base Salary	Horizontal Movement = 4%						
	Vertical Movement = 4.5%						
Step/Column	B+0	B+9	B+18	B+27	M+0*	M+9	M+18
1	<u>1</u> \$37,550.00	<u>1.04</u> \$39,052.00	<u>1.08</u> \$40,554.00	<u>1.12</u> \$42,056.00	<u>1.16</u> \$43,558.00	<u>1.2</u> \$45,060.00	<u>1.24</u> \$46,562.00
2	<u>1.045</u> \$39,239.75	<u>1.085</u> \$40,741.75	<u>1.125</u> \$42,243.75	<u>1.165</u> \$43,745.75	<u>1.205</u> \$45,247.75	<u>1.245</u> \$46,749.75	<u>1.285</u> \$48,251.75
3	<u>1.09</u> \$40,929.50	<u>1.13</u> \$42,431.50	<u>1.17</u> \$43,933.50	<u>1.21</u> \$45,435.50	<u>1.25</u> \$46,937.50	<u>1.29</u> \$48,439.50	<u>1.33</u> \$49,941.50
4	<u>1.135</u> \$42,619.25	<u>1.175</u> \$44,121.25	<u>1.215</u> \$45,623.25	<u>1.255</u> \$47,125.25	<u>1.295</u> \$48,627.25	<u>1.335</u> \$50,129.25	<u>1.375</u> \$51,631.25
5	<u>1.18</u> \$44,309.00	<u>1.22</u> \$45,811.00	<u>1.26</u> \$47,313.00	<u>1.3</u> \$48,815.00	<u>1.34</u> \$50,317.00	<u>1.38</u> \$51,819.00	<u>1.42</u> \$53,321.00
6		<u>1.265</u> \$47,500.75	<u>1.305</u> \$49,002.75	<u>1.345</u> \$50,504.75	<u>1.385</u> \$52,006.75	<u>1.425</u> \$53,508.75	<u>1.465</u> \$55,010.75
7		<u>1.31</u> \$49,190.50	<u>1.35</u> \$50,692.50	<u>1.39</u> \$52,194.50	<u>1.43</u> \$53,696.50	<u>1.47</u> \$55,198.50	<u>1.51</u> \$56,700.50
8		<u>1.355</u> \$50,880.25	<u>1.395</u> \$52,382.25	<u>1.435</u> \$53,884.25	<u>1.475</u> \$55,386.25	<u>1.515</u> \$56,888.25	<u>1.555</u> \$58,390.25
9		<u>1.4</u> \$52,570.00	<u>1.44</u> \$54,072.00	<u>1.48</u> \$55,574.00	<u>1.52</u> \$57,076.00	<u>1.56</u> \$58,578.00	<u>1.6</u> \$60,080.00
10		<u>1.445</u> \$54,259.75	<u>1.485</u> \$55,761.75	<u>1.525</u> \$57,263.75	<u>1.565</u> \$58,765.75	<u>1.605</u> \$60,267.75	<u>1.645</u> \$61,769.75
11				<u>1.57</u> \$58,953.50	<u>1.61</u> \$60,455.50	<u>1.65</u> \$61,957.50	<u>1.69</u> \$63,459.50
12				<u>1.615</u> \$60,643.25	<u>1.655</u> \$62,145.25	<u>1.695</u> \$63,647.25	<u>1.735</u> \$65,149.25
13					<u>1.7</u> \$63,835.00	<u>1.74</u> \$65,337.00	<u>1.78</u> \$66,839.00
14					<u>1.745</u> \$65,524.75	<u>1.785</u> \$67,026.75	<u>1.825</u> \$68,528.75
15					<u>1.79</u> \$67,214.50	<u>1.83</u> \$68,716.50	<u>1.87</u> \$70,218.50
16						<u>1.875</u> \$70,406.25	<u>1.915</u> \$73,222.50

\* - Step of B+36 has been removed starting with 2017-2018, teachers who were on staff and have attained this column will be permitted to remain without having a Master's Degree.

## APPENDIX B

Appendix C

Shelby/Rising City Public School					
Extra Duty Salary Schedule - 2021-2022					
Base	\$37,550	Steps			
		18%	20%	18%>2 Periods per day	
Athletic Director		\$6,759	\$7,510		
Duty - Percent of Current Base		1-4 Years	5-8 Years*	9-12 Years	13+ Years
			Add 1%	Add 2%	Add 3%
<b>12%</b>		\$4,506	\$4,882	\$5,257	\$5,633
Varsity Head Coach-Football, Volleyball, Track, Boys & Girls Basketball, Wrestling (MS&HS)					
<b>11%</b>		\$4,131	\$4,506	\$4,882	\$5,257
Varsity Head Golf Coach					
<b>10%</b>		\$3,755	\$4,131	\$4,506	\$4,882
FFA Sponsor					
5-12 Instrumental, Pep Band, and K-12 Vocal					
<b>6%</b>		\$2,253	\$2,629	\$3,004	\$3,380
Varsity Assistant Athletics Coach					
Head Middle School Athletic Coach (No Asst.)					
Head One-Act Coach (No Assistant)					
Head Speech Coach (No Assistant)					
5-12 Instrumental, Pep and Marching Band					
<b>5%</b>		\$1,878	\$2,253	\$2,629	\$3,004
Head Middle School Athletic Coach (w/Asst.)					
Head One-Act Coach (w/Asst.)					
Head Speech Coach (w/Asst.)					
Middle School Musical (Split if more than 1)					
Teammates Coordinator					
Summer Weight Room (40+ Sessions)					
<b>4%</b>		\$1,502	\$1,878	\$2,253	\$2,629
Dance (and Cheer) Team Sponsor					
Junior Class Sponsor (Split if 2)					
STRIV TV Coordinator/Production					
Concession Stand					
7-12 Vocal Music					
<b>3%</b>		\$1,127	\$1,502	\$1,878	\$2,253
Yearbook (if a class, +2% if not)					
FBLA					
Assistant Coach One-Act or Speech					
Middle School Assistant Coach (All Sports)					
Dance Team Coach (No Cheer)					
All School (Spring) Play					
National Honor Society					
Head Middle School Speech Coach					
<b>2%</b>		\$751	\$1,127	\$1,502	\$1,878

Unified Bowling Coach							
Student Council Sponsor							
High School Quiz Bowl							
School Improvement Chair (Split if more than 1)							
K-6 Vocal Director (Split if more than 1)							
Girls on the Run							
<b>1%</b>		\$376		\$751		\$1,227	\$1,502
Class Sponsor (Other than Junior)							
Letterman Club							
Reading Classics							
Middle School Quiz Bowl							
Middle School Assistant Speech Coach							
After School Academic Clubs (Robotics, etc.)							

**2% Additional Compensation Clause-** Extra prep & practice time/All Coaches of that activity

District Final- Volleyball & Basketball

Round of 16- Football

Team/State Qualifier- One Act and Golf

Wrestling and Speech - If 10 or more participants, 30% qualifying events (6 events). If 9 or less participants, 35% qualifying events

Track - If 20 or more participants, 25% qualifying events (8 events). If 19 or less participants, 30% qualifying events

\* - Maximum placement for out of District experience.

## APPENDIX D

### ALL EXTRA DUTIES ARE PAID \$30 PER ACTIVITY

#### Volleyball

Scorekeeper and P.A. System  
Lines People  
Libero Tracker  
Clock/Scoreboard Operators  
Ticket Takers

#### Football

Announcer and P.A. System  
Ticket Takers  
School Building Supervisors (Restrooms)  
Extra Cashier

#### Basketball

Clock/Scoreboard Operators  
Scorekeeper and P.A. System  
Ticket Takers

#### Track

Ticket Taker

#### Out of Town Events

Scorekeeper for Basketball and Volleyball Games

APPENDIX E

**Educators Health Alliance  
Renewal Rates for Health, Dental, and Dual Choice Options  
Effective September 1, 2022  
Standard Rates Only (Excluding Discounts or Surcharges)**

Health Coverage - Active Employees	Renewal Rates -- Standard			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>\$650 Deductible</i>	\$789.24	\$1,460.10	\$1,657.40	\$2,225.46
<i>\$850 Deductible</i>	\$767.92	\$1,420.67	\$1,612.65	\$2,165.37
<i>\$1,050 Deductible</i>	\$748.34	\$1,384.45	\$1,571.52	\$2,110.15
<i>\$1,200 Deductible</i>	\$735.64	\$1,360.91	\$1,544.80	\$2,074.28
<i>\$1,450 Deductible</i>	\$723.10	\$1,337.79	\$1,518.52	\$2,039.00
<i>\$1,900 Deductible</i>	\$692.71	\$1,281.56	\$1,454.70	\$1,953.31
<i>\$4,000 Deductible HSA-Eligible</i>	\$561.24	\$1,038.34	\$1,178.64	\$1,582.59
<i>\$2,500 Deductible (Dual Choice Only)</i>	\$631.38	\$1,168.10	\$1,325.93	\$1,780.38
<i>\$3,800 Deductible HSA-Eligible (Dual Choice Only)</i>	\$631.38	\$1,168.10	\$1,325.93	\$1,780.38

Health Coverage - Retirees	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>\$1,050 Deductible</i>	\$838.26	\$1,486.00	\$1,760.33	\$2,225.20
<i>\$4,000 Deductible HSA-Eligible</i>	\$628.71	\$1,114.51	\$1,320.28	\$1,668.89
<i>\$2,500 Deductible</i>	\$707.29	\$1,253.77	\$1,485.25	\$1,877.45
<i>\$3,800 Deductible HSA-Eligible</i>	\$707.29	\$1,253.77	\$1,485.25	\$1,877.45

Dental Coverage	Renewal Rates			
	Employee	Ee & Child(ren)	Ee & Spouse	Ee, Spouse & Child(ren)
<i>100% A, 75% B Coverage - Option 1</i>	\$27.42	\$50.71	\$57.55	\$77.31
<i>100% A, 80% B, 70% C Coverage - Option 3</i>	\$58.22	\$107.74	\$122.27	\$164.19
<i>PPO - 100% A, 75% B, 50% C Coverage - Option 2</i>	\$29.54	\$54.61	\$62.00	\$83.29
<i>PPO - 100% A, 80% B, 80% C, 50% D Coverage - Option 4</i>	\$53.01	\$98.07	\$111.34	\$149.53
<i>PPO - 100% A, B, &amp; C Coverage - Option 5</i>	\$58.01	\$107.33	\$121.85	\$163.64

# 2021-2022 School Calendar

July 2021						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Shelby-Rising City Huskies	
650 N Walnut Street	
402-527-5946 (Fax) 402-527-5133	
Shelby NE 68662	

August 5 and 6 - New Staff Orientation
August 9, 10, 11 - Staff Development
August 12 - K-12 Starts School (1:30pm out)
August 16 - Pre-K Starts School
September 6 - No School Labor Day
TBA - Homecoming
September 29 - No School / Fall PTC
October 14 - End of Quarter (44)
October 15 - Fall Break - No School
November 5 - No School / Professional Development
November 24, 25, 26, - No School Thanksgiving Break
December 17 - End of Semester (43)
December 20th & 21st - Teacher Workdays (no students)
December 23 to 27 - NSAA Moratorium
December 22 - January 3 - Christmas Break
January 4 - No School / Professional Development
January 5 - Start of 2nd Semester
January 17 - No School / Professional Development (M)
February 7 - No School / Spring PTC
February 18 - Winter Break/No School
March 9 - End of Quarter (43)
March 10, 11, 14 - No School Spring Break
March 22 - ACT Day / No Elementary School PK-5 (Ter)
April 15, 18 - No School Easter Break
April 26 - No School (SRC Track Invite)
May 10 - Seniors Last Day (40)
May 14 - Graduation
May 18 - Last Day of School (46/45) (Modified Schedule)
May 19, 20 - Teacher Work Day (Curriculum)
May 23, 24 - Make-Up Days (Teachers)
<b>Total Hours HS/MS</b> <b>Elementary</b>
1179.25                                      1143.56

January 2022						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## FIRST SEMESTER



87	Student Days
92	Teacher Contract Days
1	1:30 Dismissals
0	1:30 Professional Development



## MINUTES OF INSTRUCTION



Regular Day HS/MS = 405
Regular Day Elementary = 390
1:30 Day HS/MS = 285
1:30 Day Elementary = 280

## SECOND SEMESTER

6-12	K-5	Year
88	Student Days	87
174		
93	Teacher Contract Days	185
0	1:30 Dismissals	
0	1:30 Professional Development	

 No School  
 Modified Schedule

 Professional Development (No School for Students)  
 Beginning/End of Semesters

 Parent Teacher Conferences  
 End of Quarter



## Shelby-Rising City Schools

### Mechanical Sales, Inc. Preventative Maintenance Agreement

**Prepared for:**  
Steve Stewart  
Head of Maintenance

**Prepared by:**  
Brad McKewon  
Sales Engineer  
**Cell:** 402.658.0371  
**Email:** bmckewon@mechsales.com



Omaha: 7222 So. 142<sup>nd</sup> Street, Omaha, NE 68138 Phone: 402/339-0306  
Lincoln: 1240 N 10<sup>th</sup> Street, Lincoln, NE 68507 Phone: 402/477-5153  
Des Moines: 9550 White Oak Lane, Suite. 100, Johnston, IA 50131 Phone: 515/276-9005  
Cedar Rapids: 805 Wright Bros. Blvd. SW Suite 4, Cedar Rapids, IA 52404 Phone: 319/857-5434  
Davenport: 351 W. 76<sup>th</sup> St, Suite 1, Davenport, IA 52807 Phone: 563/324-0137  
[www.mechsales.com](http://www.mechsales.com)

**Mechanical Sales, Inc. Mission Statement.**

*"To be the Manufacturers' Representative of choice in Nebraska and Iowa for World Class HVAC Equipment and Systems Expertise. We will provide Contractors, Engineers and Owners with Timely Manufacturers' Information and Systems Application Expertise to Successfully Design, Procure, Install and Maintain Buildings with Comfort, Efficiency, Safety and Ease of Operation throughout the lifetime of the facility."*

**Systems Application**

The Mechanical Sales team consists of 45 Sales Engineers with over 700 years of combined experience in the HVAC industry. Our local design communities tap into this collective expertise to assist them in offering their clients efficient designs and the latest in today's technologies.

**Service**

Mechanical Sales has 14 dedicated parts and service professionals with over 180 years of combined experience in serving commercial and industrial HVAC systems and controls. With the advancements in microprocessor based control systems, MSI has invested the resources in training and certifying our entire staff with today's technology. We are fluent in all industry recognized equipment-to-building management integration communication protocols.

**Parts**

Mechanical Sales has stocking locations in Nebraska and Iowa with experienced professionals dedicated to serving large commercial and industrial after-market parts needs.

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**Our People**

---

Our staff is factory trained and certified. This single source responsibility for the sale, system startup, and warranty service provides our clients with the assurance that prompt professional attention is provided on every sale.

This commitment and our investment in continuing education provides our clients the confidence that our team is prepared to help make their facility as efficient and productive as possible and that we are qualified to handle any challenging problem or situation.

Clients depend on MSI equipment and services to run their businesses. These businesses include manufacturing facilities, laboratories, research and development, hospitals, data centers, schools, universities, assisted living facilities and office buildings.

The mission of the MSI service team is to create exceptional value for our clients. Every day we hope to earn their business.

MSI provides a challenging, rewarding, and stable work environment that encourages professional development and continual improvement for our diverse workforce.

### **Preventative Maintenance Program Objectives**

Preventive Maintenance is the most effective way to reduce the total cost of ownership and protect your significant investment in HVAC Technology. Lost production is an element in the total cost of ownership equation, and when preventive maintenance is regularly performed the risk of downtime or lost production is minimized. Not only does preventive maintenance reduce the risk of failure, it delays the wear out period of HVAC equipment, spreading the investment costs over a longer period and giving the owner the opportunity to plan and implement the correct end of life or replacement activities for the application. In addition to reducing the cost of ownership, preventive maintenance activities are beneficial from a safety and production standpoint. Well-functioning and maintained equipment works at its highest performance and quality levels and is safer to use.

### **Genuine OEM Parts**

Protecting the customer's investment with parts that meet or exceed the original OEM specifications increases the reliability and correct operation of the equipment.

### **Written Reports**

A service work order will be provided to the customer's representative following each maintenance visit. All attempts will be made to provide the same service technician for all scheduled inspections. The service work order will list the inspection date, individual to report to, work to be performed, and any special instructions. When our service is complete, you will receive a copy of the work order that details what was accomplished and lists any unusual conditions and/or deficiencies found.

### **Preferential Service**

As part of this agreement, Shelby-Rising City Schools is entitled to preferential service over non-contract customers. This insures your business will receive preferential treatment in the scheduling of any emergency repairs. Our professional staff will dispatch a technician to your building to handle the problem in the manner you would expect from Mechanical Sales.

Our 24-hour Priority Emergency Service phone number is: **(402) 339-0306**.

### **Authorized Warranty Agent**

Mechanical Sales, Inc. is the warranty and servicing agent of several Companies in the state of Nebraska, and Iowa. This gives you the peace of mind that all the resources of Mechanical Sales are uniquely available at the local level. Mechanical Sales makes available to our customers the technical resources of the mechanical equipment we represent and our fleet of service engineers provide back-up support and 24-hour emergency service. Mechanical Sales also warrants that the preventive maintenance we perform is in compliance with general mechanical practices and authorized by the manufacturer of the equipment. If we do not do it right, we will redo it until it is right.

### **Owner Training and Education**

Mechanical Sales believes in educating our customers. We encourage Shelby-Rising City Schools personnel to observe, ask questions and work with our service technicians to learn the operational aspects of the facilities HVAC systems. We will meet with you annually to modify the scope of this agreement to complement your expertise. We believe that an educated owner is in the best position to collaborate and achieve the high performance building operation originally designed.

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## Preventative Maintenance Agreement Scope of Services

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Mechanical Sales' professional technicians will perform a thorough inspection of the equipment listed below. The purpose and scope of this inspection is to provide you with a better understanding of the HVAC equipment as observed at the time of the inspection and perform routine preventative tasks. It will include an inspection of the equipment listed on the equipment schedule along with the preventative maintenance tasks as listed below.

The inspection will be conducted in accordance with the industry's best practices. At the end of the inspection, the technician will report any shortcomings with the HVAC system directly to the owner representative. Mechanical Sales and the owner representative can then formulate the optimal plan for executing any needed repairs. Any repairs made will be subject to special service and billing rates.

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### Equipment List to be Maintained

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MFG	Equipment Type	Model #	Quantity	# of Visits / 12 months
Daikin	RTU-1	MPS020B	1	1
Daikin	RTU-2	MPS010B	1	1
Daikin	RTU-3	MPS010B	1	1
Daikin	RTU-4	MPS025B	1	1
Daikin	ERV-1	DPS010A	1	1
Daikin	ERV-2	DPS010A	1	1
Daikin	ERV-3	DPS025A	1	1
Daikin	VRV System	REYQ	Multiple Systems	1

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### Activities Section & Tasking List

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Presented below are the tasks to be performed by type of equipment covered in the equipment schedule. Note: asterisk \* indicates the specific task will be performed only if applicable to the specific piece of equipment.

#### **Cooling Cycle – RTU/ERV Preventative Maintenance Checklist**

1. Report in with the Customer Representative.
2. Review customer logs with the customer for operational problems and trends.

#### **General Assembly**

1. Inspect for leaks and report leak check results.
2. Inspect heat wheel condition and operation.
3. Check the sheaves and pulleys for wear and alignment.
4. Verify proper damper operation.
5. Check mechanical linkages for wear, tightness, and clearances.
6. Verify clean condenser and evaporator.
7. Verify clean evaporator fan.
8. Verify clean air filters.
9. Verify the operation of the crankcase oil heater(s), if applicable.

#### **Controls and Safeties**

1. Verify the operation of the Microtech III controller, if applicable
2. Verify the operation of the discharge air temperature control device, if applicable.

3. Verify the operation of the outside air temperature control device.
4. Verify the operation of the mixed air temperature control device.
5. Test the operation of the high condenser pressure safety device.
6. Test the operation of the low pressure safety device(s).
7. Check oil level in the compressor(s), if applicable.
8. Inspect wiring and connections for tightness and signs of overheating and discoloration.
9. Check the contactors for free and smooth operation.
10. Verify the tightness of the compressor motor terminal connections.
11. Verify the operation of the crankcase oil heater(s), if applicable.

#### **Startup and Checkout Procedure**

1. Verify the smooth operation of the compressors and fans.
2. Log operating conditions of the unit after the system has stabilized.
3. Review operating procedures with operating personnel.
4. Provide a written report of completed work, operating log, and indicate any uncorrected deficiencies detected.

#### **VRV Preventative Maintenance Tasks:**

1. Meet with facilities staff to discuss and document current system operation issues.
2. Review error history in each indoor unit controller.
3. Visually inspect equipment and internal components.
4. Connect to D-III Network with Service Checker and monitor operational data on all equipment.
5. Verify proper operation of all solid state controls and circuit boards.
6. Test operation of associated auxillary equipment. (ie: duct heaters, external condensate pumps, etc.)
7. Confirm opeation of centralized control devices, if equipped. (ie: I-touch Controller, ITM, BacNet GW, etc.)
8. Review controller settings.

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#### **Clarifications and Exemptions**

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Filter changes are not included in this agreement. Filters must be inspected and changed as needed to ensure optimum system operation. Coil cleaning, and belt changes are also not included in this agreement.

Parts or components replacement and the labor to perform this work are not included under this agreement unless specifically listed in scope of services. However, MSI will be available to make the required repairs or replacements upon receiving authorization. Service Contract customers receive a discounted rate on parts and labor.

If overtime labor is necessary, and requested by the customer outside of standard working hours the customer is liable for the overtime differential cost.

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## Investment Amount and Billing Terms

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Feel free to contact me if you have any questions or concerns regarding the information contained in this Mechanical Sales, Inc. Preventative Maintenance Agreement. If you would like us to proceed with the solution presented above, sign the acceptance line below (including PO# if applicable) and return a copy so that we can begin to mobilize our efforts to complete services as quickly as possible. We appreciate the opportunity to provide you with this solution and look forward to working with you on this and servicing your needs in the future.

Emergency coverage was waived but is available on a time and material basis. Contract Customers receive parts and labor discounts on these repairs.

**Duration:**

This Maintenance Agreement shall remain in effect for an initial term of 1 year(s) beginning on 1/1/2022 (the "Effective Date") and continue from year to year thereafter until terminated. Either party may terminate this agreement upon thirty (30) days written notice prior to the anniversary date of the agreement.

One Year Agreement PM Price - \$8,224.00 - Effective 1/1/2022 through 12/31/2022

\*Price does not include applicable sales tax

This proposal is valid for: 30 Days

**Payment will be In Advance as follows:** on the first day of January, 2022 the (Effective Date) of this agreement, Mechanical Sales, Inc. will provide an invoice in the amount of \$8,224.00 and will be due upon receipt.

The contract price shall be subject to adjustments yearly to recognize any changes in costs. Notice of proposed adjustments to the annual price will be provided to you at least thirty (30) days prior to agreement renewal date.

**BANKED HOURS OPTION**

The customer can also choose to pre-purchase an allotted amount of banked hours to be utilized at their discretion in addition to the (1) annual visit throughout the active service agreement year.

**MAINTENANCE CONTRACT CUSTOMER RATES (1/1/2021 – 12/31/2021)**

**HVAC Labor/Travel Hours**

Daytime Hours (8:00 am – 4:30 pm, Monday thru Friday)	\$119.00/hour
After Hours (4:30 pm – 8:00 am, Monday thru Friday)	\$178.50/hour
Saturday Hours	\$178.50/hour
Sunday and Holiday Hours	\$238.00/hour

**TRAVEL and Expense**

Mileage	\$1.20/mile
Per Diem + Overnight Lodging	\$60.00/night + Lodging Cost/night

**Note:**

For after-hours/emergency calls, there is a 4 hour minimum charge to dispatch a service technician.

**\*\*\*Shelby-Rising City Public Schools elects to include \_\_\_\_\_ banked hours @ 119.00/hour within the dates of 1/1/2022 – 12/31/2022\*\*\***

- 10% of total banked hours can be rolled over to the next years agreement
- Banked hours pricing does not include mileage. It is strictly for labor. Mileage will be invoiced seperately on a trip by trip basis.
- Drivetime to and from Shelby-Rising City Schools will be deducted from banked hours.
- Banked hours can be utilized for repairs, owner training, or a fall pm visit.
- If a technician is onsite making a repair utilizing banked hours and the customer request they stay to complete the repair after hours rather than return the next day the difference will be invoiced seperately.

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**Acceptance Letter**

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**This shall become a valid agreement upon signature by the customer and signature by a Mechanical Sales representative in the approval blocks below.**

**Customer Acceptance:**

**Mechanical Sales, Inc. Approval:**

\_\_\_\_\_  
Customer Company Name

\_\_\_\_\_  
Customer Acceptance (Printed Legal Name)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Customer Acceptance (Signature)      Date

\_\_\_\_\_  
Mechanical Sales Approval (Printed Legal Name)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Mechanical Sales Approval (Signature)      Date

\_\_\_\_\_  
Purchase Order

**Please provide a Customer Representative. This individual is an essential contact for prompt communication when Mechanical Sales, Inc. is:**

- Scheduling visits
- Arriving on site and will need access to equipment
- Sending completed work orders
- Reporting equipment deficiencies found that will require additional repairs

\_\_\_\_\_  
Customer Representative

\_\_\_\_\_  
Email

\_\_\_\_\_  
Phone

**NOTE: This Agreement is subject to final approval by Mechanical Sales, Inc.**

**Amy Gillett** is your dispatcher. **Amy** is the Service Coordinator for HVAC Services and is responsible for scheduling any and all program services. **Amy** can be reached at 402-537-9222 for scheduled, emergency, or normal service requests.

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## General Conditions

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It is understood that the equipment covered under this agreement is in maintainable condition and eligible for maintenance agreement. If at the time of the first inspection repairs are found necessary, such repair charges will be submitted for the owner's approval. If these charges are declined, those unit(s) will be eliminated from the agreement and the price of the agreement will be adjusted in accordance with equipment covered.

Parts or components replacement and the labor to perform this work are not included under this agreement. However, MSI will be available to make the required repairs or replacements upon receiving authorization. Service Contract customers receive a discounted rate on parts and labor.

**This agreement does not include Emergency Service Response, but Service Contract customers receive priority service during normal working hours on scheduled business days.**

Preventative Maintenance will be performed during normal business hours, which are defined as 8:00 a.m. to 4:30 p.m., Monday through Friday, excluding Saturdays, Sundays, and holidays (unless noted otherwise under "Notes/Exclusions.").

Reasonable means of access to the equipment being maintained shall be provided by the owner. Our Service does not include the normal operation of your system, such as starting, stopping, or resetting of the equipment described. However, Mechanical Sales, Inc. (MSI) shall be permitted to start and stop all equipment necessary to perform the herein agreed services.

MSI shall not be liable for any loss, delay, injury or damage that may be caused by circumstances beyond its control, but not restricted to acts of God, war, civil commotion, acts of Government, fire, theft, corrosion, electrolytic action, floods, lightning freeze-ups, lock-outs, differences with other trades, riots, explosions, quarantine restrictions, delays in transportation, shortage of vehicles, fuel, labor, materials, malicious mischief.

MSI's responsibilities for injury or damage to persons or property that may be caused by or arise through the maintenance service, or use of the system(s) shall be limited or damage caused directly by our negligence in performing or failing to perform our obligations under this agreement. In no event shall MSI be liable for business interruption losses or consequential or speculative damages.

We will not be required to make safety tests, install new attachments, or appurtenances, add additional controls, and/or revamp or renovate existing systems with devices of a different design or function to satisfy conditions established by insurance companies, laboratories, government agencies, etc.

In the event the system is altered, changed, or moved, MSI reserves the right to terminate or renegotiate the agreement based on the condition of the system after the changes have been made.

MSI reserves the right to discontinue the maintenance service agreement at any time, without notice, unless all payments under this contract have been made as agreed.

If replacement of parts are included in this agreement, it is understood that MSI will not be responsible for the replacement or repair of boiler tubes, boiler sections, boiler refractory, chimney, breaching, refrigeration evaporators, refrigeration condensers, water coils, steam coils, concealed air lines, fan housings, ductwork, water balancing, decorative casting, equipment piping, or other structural or non-moving parts of the heating, ventilation, and air conditioning systems. Replacement control valves and dampers, when in our judgment they are required, are included. MSI will not be required to make replacements or repairs necessitated by reasons of negligence, misuse or other causes beyond our control except ordinary wear and tear.

If equipment becomes non-repairable due to the unavailability of replacement parts, MSI will no longer be required to maintain or service such equipment as part of this agreement. However, MSI will assist the owner in replacing the equipment at prevailing services rates.

It is agreed that the equipment, piping, ductwork, controls, etc. have been installed basically as shown on the contract drawings for this building and that the installation and performance of these systems is acceptable to the owner.

12-9-21

Summary of Curriculum Committee Meeting

Introduction to Agriculture

Approved to move from a year to a semester course 9-11

Technical English

Approved to be added for English credit 12<sup>th</sup> grade as long as in it's development the work is done to align it to courses at CCC and NECC such as Applied Writing or Business Communications since this is the population of students it is geared toward. This would make the option available in the future to offer it as Dual Credit for our kids. (Course Name, Coding TBD to work within Advisor)

Topics in Science

Approved as a Semester elective for grades 10-12 to replace Astronomy and Meteorology. Rationale is to offer a more broad course with pre-Determined list of units that the class can choose what is actually taught in a semester. More sustainable over time as opposed to the specificity of the other courses it. replaces. (Course Name, Coding TBD to work within Advisor)

Music Explorers

Approved as an option for the Scheduling team to utilize in The middle school scheduling process. Target audience is students who want to be involved in music but not to be geared toward performance.

Onder's Curriculum

Approved as an online curriculum to be used by the SPED Department to address skill development needed as per Assessments and development of transition plan for Students. One piece of the puzzle.

Art 6, 7, 8

Approved as an option to consider in the MS schedule as it Is recommended that MS students have exposure to the Visual arts during these years. It will be the responsibility Of the Scheduling team to determine how this might work To the benefit of students.



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Intro to Agriculture  
SUBMITTED BY: Segner

PROPOSAL IS:     NEW COURSE                       NEW RESOURCE                       MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

- COURSE NAME                       DEPARTMENT     TARGET GRADE(S)
- PRE-REQUISITES                       RATIONALE         RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

Proposal for this to become a semester long course as opposed to a year long course

**THE COMMITTEE RECOMMENDS:**

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Technical English  
SUBMITTED BY: Blackburn

PROPOSAL IS:     NEW COURSE                       NEW RESOURCE                       MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME                       DEPARTMENT     TARGET GRADE(S)  
 PRE-REQUISITES                       RATIONALE                       RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

Curriculum would be designed to align with similar courses at CCC and/or NECC to prepare for possible alignment of this course for dual credit.

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Uzzo



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Topics in Science  
SUBMITTED BY: Morner/Bauers

PROPOSAL IS:     NEW COURSE                       NEW RESOURCE                       MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME                       DEPARTMENT     TARGET GRADE(S)  
 PRE-REQUISITES                       RATIONALE                       RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL  
 APPROPRIATE FOR TARGET GRADE(S)  
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES  
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED  
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

Curriculum would be designed to replace Astronomy and Meteorology with a semester course which would have multiple units developed for possible choice by the class to learn during the semester. Grade level to be adjusted to 10-12 offering.

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL  
 NOT ADVANCING THE PROPOSAL  
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Uoso



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Music Explorers  
SUBMITTED BY: Hansen

PROPOSAL IS:     NEW COURSE                       NEW RESOURCE                       MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME                       DEPARTMENT     TARGET GRADE(S)  
 PRE-REQUISITES                       RATIONALE                       RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

Provides a potential avenue for the scheduling committee to utilize to make improvements to the performing arts options in MS.

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY:

Sandy Voss



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Art 6 - 7 - 8  
SUBMITTED BY: Nissen

PROPOSAL IS:     NEW COURSE                       NEW RESOURCE                       MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME                       DEPARTMENT     TARGET GRADE(S)  
 PRE-REQUISITES                       RATIONALE                       RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

Provides a potential avenue for the scheduling committee to utilize to add exposure in MS to the visual arts.

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



# SHELBY-RISING CITY HUSKIES

## CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-8-21  
COURSE/RESOURCE NAME: Transition - Oeder's  
SUBMITTED BY: Bilstein

PROPOSAL IS:     NEW COURSE                     NEW RESOURCE                     MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME                     DEPARTMENT     TARGET GRADE(S)  
 PRE-REQUISITES                     RATIONALE     RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL  
 APPROPRIATE FOR TARGET GRADE(S)  
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES  
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED  
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

The use of this curriculum would benefit the individualized needs of students needing to learn and fill in gaps of skills in relation to their transition plans based upon the assessments used.

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL  
 NOT ADVANCING THE PROPOSAL  
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



**JOHN DEERE**

# Selling Equipment



**AKRS**  
EQUIPMENT

Quote Id: 25484262

Customer: SHELBY PUBLIC SCHOOL DISTRICT SHELBY SCHOOL

## 2018 JOHN DEERE Gator™ XUV825M (Model Year 2018) - 1M0825MAHJM012523

Hours: 24  
Stock Number: 179337

**Suggested List**

\$ 16,771.00

**Selling Price**

\$ 14,500.00

Code	Description	Qty	Unit	Extended
57B0M	JOHN DEERE XUV825M GAS / 4X4 / OLIVE	1	\$ 13,359.00	\$ 13,359.00

### Standard Options - Per Unit

001A	COUNTRY CODE- US/CANADA	1	\$ 0.00	\$ 0.00
0505	BUILD TO ORDER	1	\$ 0.00	\$ 0.00
1009	BIGHORN TIRE 14-BLACK ALLOY	1	\$ 862.00	\$ 862.00
2007	BENCHSEAT,HP GATOR BLK	1	\$ 0.00	\$ 0.00
2501	COMPONENTS, 825M EPAS(O&B)	1	\$ 100.00	\$ 100.00
3006	DLX CARGO BX W/POLY/B&T LITE	1	\$ 360.00	\$ 360.00
3101	CARGO BOX POWER LIFT	1	\$ 849.00	\$ 849.00
4000	OPS W/ NET	1	\$ 0.00	\$ 0.00
4030	ROOF, HDUV 2P OPS POLY	1	\$ 446.00	\$ 446.00
4099	LESS POWER/PROTECTION PKG	1	\$ 0.00	\$ 0.00
4199	LESS REAR PROTECTION PKG	1	\$ 0.00	\$ 0.00
4201	KIT, BRUSHGUARD	1	\$ 245.00	\$ 245.00

**Standard Options Total**

**\$ 2,862.00**

**Value Added Services Total**

**\$ 0.00**

### Other Charges

Freight	1	\$ 550.00	\$ 550.00
<b>Other Charges Total</b>			<b>\$ 550.00</b>

**Suggested Price**

**\$ 16,771.00**

### Customer Discounts

**Customer Discounts Total**

**\$ -2,271.00**

**\$ -2,271.00**

**Total Selling Price**

**\$ 14,500.00**

### Original Factory Build Codes

Code	Description
001A	COUNTRY CODE- US/CANADA
0505	BUILD TO ORDER
1009	BIGHORN TIRE 14-BLACK ALLOY
2007	BENCHSEAT,HP GATOR BLK
2501	COMPONENTS, 825M EPAS(O&B)
3006	DLX CARGO BX W/POLY/B&T LITE
3101	CARGO BOX POWER LIFT