

NEBRASKA STATE BOARD OF EDUCATION MEETING NOTIFICATION AND AGENDA

- Meeting Date:** Thursday, September 2, 2021 2:30 PM
- Meeting Title:** State Board of Education Meeting Notification and Agenda
- Location:** Embassy Suites by Hilton Omaha LaVista Hotel & Conference Center, Windsor V
12520 Westport Pkwy
La Vista, NE 68128
- Web Streaming:** Live web streaming will be available through the State Board of Education website: www.education.ne.gov/StateBoard/
- Agenda:** Except for emergency items added at the time of the meeting, the agenda will not be changed less than 24 hours prior to the start of the meeting and any changes will be immediately posted on the website. The Board will attempt to adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to take action on any of the items listed.
- Interpreter:** If you need interpreter services or other reasonable accommodations, please contact the Nebraska Department of Education at (402) 471-5059 five (5) days prior to the meeting to coordinate arrangements.
- Website:** An electronic version of the agenda and support materials are available on the State Board of Education's Agenda page: www.education.ne.gov/StateBoard/Agendas.html
- Lunch:** On Thursday, September 2, 2021, if necessary, the State Board of Education may break for lunch at 12:00 p.m. The lunch will take place in Conference Room C at the State Office Building, Sixth Floor, 301 Centennial Mall South, Lincoln, Nebraska. The Board may resume work on the agenda at approximately 1:00 p.m.

1. CALL TO ORDER
President Nickels
 1. Roll Call
President Nickels
 2. Pledge of Allegiance
President Nickels
 3. Announcement of the placement of the Open Meetings Act information
President Nickels
 4. COVID-19 Meeting Protocol
Commissioner Blomstedt

2. COMMISSIONER'S REPORT

Commissioner Blomstedt

1. Agenda Overview and Consent Agenda Process

Commissioner Blomstedt

A. Commissioner's recommendations and items to be removed from consent agenda

Commissioner Blomstedt

2. Report On Rules

Commissioner Blomstedt

3. Board Operations Information

Ryan Foor

3. SPECIAL PRESENTATIONS AND DISCUSSIONS (NONE)

President Nickels

4. PRESIDENT'S REPORT

President Nickels

5. STANDING COMMITTEE REPORTS

President Nickels

1. Policy Committee

Patti Gubbels

2. Legislative Committee

Robin Stevens

3. Commissioner's Appraisal Committee

President Nickels

4. AQuESTT Teaching, Learning and Serving Domain Committee

Lisa Fricke

A. Action Item: Approve the Nebraska's College & Career Ready Standards for English Language Arts

Cory Epler and Marissa Payzant

B. Action Item: Suspend the Process on the Proposed Accountability, Accreditation, and Approval Rules

Commissioner Blomstedt

5. AQuESTT Student Success, Access and Support Domain Committee

Patsy Koch Johns

- A. Action Item: Approve the Rule 11 teacher waiver request for Educational Service Unit #3
Melody Hobson
 - B. Action item: Approve the Rule 11 teacher waiver request for Santee Community Schools
Melody Hobson
 - C. Discussion Item: Leading for Equity and Excellence Program (LEEP)
- 6. Budget and Finance Committee
Patricia Timm
 - A. Monthly Board Travel Expense Report
 - B. In-State Travel Authorization Reports
- 7. Strategic Planning, Performance, and Improvement Committee
Deborah Neary
- 6. ADDITIONAL BUSINESS
President Nickels
 - 1. In accordance with Board Policy B9, potential action by the Board on public comment time limits for Friday, September 3, 2021
President Nickels
- 7. INFORMATION ITEMS AND REPORTS
President Nickels
 - 1. Contracts Approved by Commissioner
 - 2. Grants Approved by Commissioner
 - 3. Contested Case Update
Scott Summers
 - 4. NCECBVI Annual Report
 - 5. Federal Fiscal Year 2020 Child Care and Development Fund agreement update
Melody Hobson
- 8. GOOD OF THE ORDER
This section of the agenda is intended for Board members to offer informal observations of the work of the State Board. Board members may make brief announcements about attendance at future events for the purpose of informing other Board members. No business or motions, or suggested actions of the Board may be offered at this point in the agenda; nor should Board members engage in substantive discussion about other agenda

items or introduce new agenda items.
President Nickels

9. ADJOURNMENT
President Nickels

The Board will reconvene tomorrow morning at 9:00 a.m. in this room.



Nebraska State Board of Education
Covid-19 Meeting Protocol

Meeting date/time: Thursday, September 2, 2021
Friday, September 3, 2021

Meeting location: Embassy Suites by Hilton Omaha La Vista Hotel & Conference Center
Windsor V
12520 Westport Parkway
La Vista, NE 68128

Purpose

The purpose of this document is to outline and detail measures and protocols that seek to protect and ensure the health, welfare, and safety of the public in light of the COVID-19 pandemic. For the purposes of this protocol document, “attendee” shall mean any individual person who is attending the meeting, but not limited to: state board members, Nebraska Department of Education staff members, other State of Nebraska employees, hearing respondents, and members of the public.

Maximum attendance

Maximum attendance at the meeting is limited to the rated capacity of the meeting room. However in order to maintain physical distancing between individuals, the room will be setup with chairs spaced three (3) feet apart. Standing is not allowed in the meeting room. If the meeting room becomes full or crowded, members of the public may wait in the pre-function area.

Considerations for Attendees to Access Public Meetings

Attendees are asked to comply with the following directives:

- a. **Accessibility:** Members of the public are encouraged to maintain 3 feet of physical distancing between others when entering and exiting the room.
- b. **Masks:** Masks that cover the mouth and nose are recommended for all attendees. Individuals who have not been vaccinated for COVID-19 are strongly encouraged to wear a mask.
- c. **Hand sanitizer:** Use of hand sanitizer is strongly recommended upon entrance to the meeting room and after attendees touch their face, cough, or sneeze.
- d. **Physical distancing:** The meeting room will be arranged to ensure that all attendees are able to practice physical distancing with a space of at least three feet between individuals. Arranged chairs and tables are not to be moved. Attendees are encouraged to avoid shaking hands or making physical contact with other attendees.

e. **Personal questionnaire:** Attendees will be presented with the following questions on signage at the entrance to the meeting room and asked to self-identify responses of “Yes” or “No” to each question.

1. Are you experiencing, or experienced any of the following symptoms in the last 14 days?
 - i. Fever or chills
 - ii. Cough
 - iii. Shortness of breath or difficulty breathing
 - iv. Fatigue
 - v. Muscle or body aches
 - vi. Headache
 - vii. New loss of taste or smell
 - viii. Sore throat
 - ix. Congestion or runny nose
 - x. Nausea or vomiting
 - xi. Diarrhea
2. Have you been in physical contact with or in close proximity to anyone who tested positive for COVID-19 in the last 14 days?
3. Have you traveled outside of the United States in the last 14 days?
4. Have you been in physical contact with or in close proximity to anyone who has traveled outside of the country, or who has been ill?
5. Do you have a temperature of greater than 100.4 degrees Fahrenheit?

Should an attendee be able to identify a “Yes” response to any of these question, the Attendee should self-select to not enter the meeting room and leave the meeting venue.



TO: Matthew L. Blomstedt, Ph.D.
Commissioner

FROM: Brenda Wid, Legal Services

DATE: August 13, 2021

SUBJECT: Report on Rules

RULES AWAITING APPROVAL FROM AGO

Title 92, Nebraska Administrative Code, Chapter 24, *Regulations for Certificate Endorsements*
SENT TO AGO: August 9, 2021

APPROVED BY AGO

Title 92, Nebraska Administrative Code, Chapter 1, *Rules and Regulations Governing the Audit of Nebraska Public School Districts*
APPROVED BY AGO: August 11, 2021
SENT TO GOVERNOR: August 11, 2021

Title 92, Nebraska Administrative Code, Chapter 2, *Uniform System of Accounting for Nebraska Public School Districts*
APPROVED BY AGO: August 11, 2021
SENT TO GOVERNOR: August 11, 2021



POLICY COMMITTEE BOARD REPORT

Date: September 2, 2021

The Committee on POLICY met on September 2 and reports that the Committee has no action or discussion items.

The Committee continues the conversation of the reorganization of the State Board Policy Reference Manual and believes that a full State Board discussion in a retreat setting would be best to gain input regarding the proposed reorganization.

Two General Board Position Statements S5, *Expanded Learning Opportunities* and S11, *Position Statement for Nebraska Digital Education* are set to expire 10/6/2021. The Committee agreed that these two statements are antiquated and suggest that these be allowed to sunset and new restructured statement(s) be written.

Discussion of Board Policies, P5, *Contracts, Grants and Purchases* and P11, *Data Access and Use* will be scheduled for the Committee's October meeting.

Also, next month the Committee will begin the scheduled four-year review of B20, *Board Membership in Associations* and P7, *Teaching Certificates*.

This concludes the POLICY COMMITTEE report.



STATE BOARD OF EDUCATION
AQuESTT Teaching, Learning and Serving COMMITTEE REPORT

Date: September 2, 2021

The committee on Teaching, Learning and Serving reports on three action items. The committee reports on three potential action items. The committee recommends approval of the College and Career Ready Standards for English Language Arts. Additionally, the committee recommends the board suspend the process on the proposed accountability, accreditation, and approval rules. Both of these items are on the agenda for proposed action today.

Regarding the Statement on Health Education Standards, the committee has proposed a revised draft and will be meeting again at 5:00 pm for further discussion. The committee may propose additional drafts later this afternoon for the board's consideration. The committee recommends the board adopt the Statement on Health Education Standards at the Friday board meeting.

This concludes the Teaching, Learning and Serving committee report.

Lisa Fricke, Chair

*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: August 16, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Cory Epler, Ph.D.
Academic Officer

Marissa Payzant, Ed.D.
English Language Arts Education Specialist

PROPOSED AGENDA ITEM:

Action Item: Approval of Nebraska's College & Career Ready Standards for English Language Arts

RATIONALE/BACKGROUND INFORMATION:

Nebraska Revised Statute 79-760.01 requires the State Board of Education to develop a plan to review and update standards for reading, writing, mathematics, science, and social studies every seven years. A group of Nebraska educators, led by the Nebraska Department of Education, is working to revise the 2014 standards, "Nebraska's College and Career Ready Standards for English Language Arts." These standards create the framework for English Language Arts instruction in Nebraska.

PROPOSED BOARD MEETING (MONTH/YEAR): September 2021

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





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

Nebraska State Board of Education Members

Patricia Koch Johns, Vice President, District 1
Patti Gubbels, District 3
Patricia Timm, District 5
Robin Stevens, District 7

Lisa Fricke, District 2
Jacquelyn Morrison, District 4
Maureen Nickels, President, District 6
Deborah Neary, District 8

Nebraska Department of Education

Abby Burke, Ed.D., Reading Specialist, Office of Teaching, Learning, and Assessment
Lane Carr, Director of Accountability, Office of Accountability, Accreditation, and Program Approval
Trudy Clark, Ed.D., Assistant Director of Assessment, Office of Teaching, Learning, and Assessment
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Jeremy Heneger, Ed.D., Director of Assessment, Office of Teaching, Learning, and Assessment
Anne Hubbell, English Learner Specialist, Nebraska English Learner Program
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Ebony McKiver, Social Studies Specialist, Office of Teaching, Learning, and Assessment
Sheyanne Meadows, High Ability Learning Specialist, Office of Teaching, Learning, and Assessment
Marissa Payzant, Ed.D., K-12 English Language Arts Specialist, Office of Teaching, Learning, and Assessment
Deb Romanek, Math Specialist, Office of Teaching, Learning, and Assessment
Audrey Webb, Science Specialist, Office of Teaching, Learning, and Assessment

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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Brittney Bills, Curriculum Coordinator, Grand Island Public Schools
Liz Boyle, ELA Teacher, Grand Island Public Schools
Kathleen Brodine, English Teacher, Kearney Public Schools
Raeanna Carlson, ELA Teacher, Omaha Public Schools
Sasha Cervantes, Dean of Students, Omaha Public Schools
Kanyon Chism, Associate Director, Buffett Early Childhood Institute
Amanda Christensen, ELA Teacher, Lincoln Public Schools
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Kaiya West, ELA Teacher, Mitchell Public Schools
Sara Zabrowski, Educational Consultant, ESU #3
Caryn Zietflow, Professional Developer, ESU #2

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Introduction

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

Content Area Standards Overview

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

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

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

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

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

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

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

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

English Language Arts Standards Design

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

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

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

Coding

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

Example: LA.K.F.1.a

LA= Content Area

K= Kindergarten

F= Foundations of Reading

1= Concepts of Print

a= Indicator

K-12 Comprehensive English Language Arts Standards

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

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

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

*Foundations of Writing standards and indicators are not charted.

Text at the Center

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



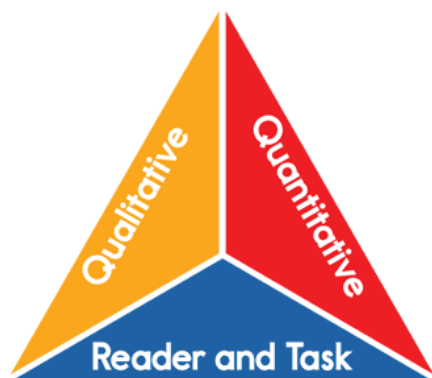
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level,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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

The Nebraska Instructional Materials Collaborative

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



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

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

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

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

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

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

Social Emotional Learning

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

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



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

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

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and

to recognize family, school, and community resources and supports.

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

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

Foundations of Reading

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

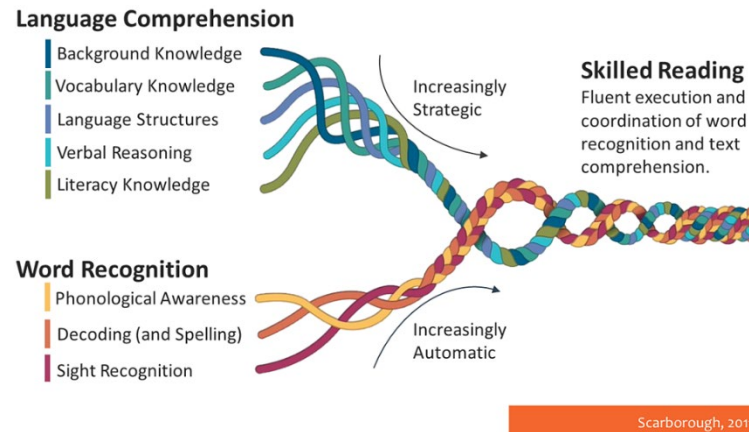
Concepts of print. Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

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

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

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

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



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

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

Key Features of the Standards

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

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

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

Speaking and Listening: Flexible communication and collaboration including but not limited to skills necessary for formal presentations. The *Speaking and Listening* standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.



Kindergarten Standards

FOUNDATIONS OF READING

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

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

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

Phonological Awareness | Demonstrate phonological awareness through oral activities.

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

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

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

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

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



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

- 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).

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.

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.

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.

WRITING

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

■ 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.

Grade 1 Standards

■ FOUNDATIONS OF READING

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

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

- a. Recognize the distinguishing features of a sentence.

Phonological Awareness | Demonstrate phonological awareness through oral activities.

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

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

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

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

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

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

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

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

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

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.

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.

■ 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).

■ 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).

■ 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.

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).

■ 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.

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.

■ 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).

■ 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.

- a. Introduce a topic or text.
- b. State an opinion and provide reasons to support the opinion.
- c. Provide a concluding statement or section.

LA.2.W.5 Write informative/explanatory pieces about a topic or text with supporting facts and details.

- a. Introduce a topic or text.
- b. Develop a topic with facts, details, and definitions.
- c. Use words and phrases related to the topic.
- d. Provide a concluding statement or section.

LA.2.W.6 Locate information from provided sources to answer questions about a topic.

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

■ 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.

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).

READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

■ 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).

■ 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).

■ 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.

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.

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.

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.

■ 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.

■ 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).

■ 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.

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.

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.

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.

■ VOCABULARY

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

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

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

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

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

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

■ 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).

■ 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.

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.

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.

■ 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).

■ 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).

■ 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.

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.

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.

■ 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).

■ 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).

■ 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.

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.

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.

■ 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).

■ 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).

■ 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.

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.

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.

■ 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.

■ 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).

■ 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.

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.

READING INFORMATIONAL TEXT

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

LA.12.RI.1 Evaluate the development of central ideas over the course of an informational text or texts.

LA.12.RI.2 Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

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

LA.12.RI.3 Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

LA.12.RI.4 Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

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

LA.12.RI.5 Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.

LA.12.RI.6 Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.

LA.12.RI.7 Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

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

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

■ 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.

■ 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).

■ 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.

Grades K-12 Vertical Progressions

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

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

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

K-5 Foundations of Reading
Phonological Awareness: Standard 2

Phonological Awareness | Demonstrate phonological awareness through oral activities.

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

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

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

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

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

K-12 Reading Comprehension

Central Ideas and Details: Standard 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	Indicators
11-12	<p>LA.12.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> 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.
9-10	<p>LA.10.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> 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.
8	<p>LA.8.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> 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.
7	<p>LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> 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.
6	<p>LA.6.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> 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.

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

K-12 Vocabulary
Connotation and Context: Standard 2

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

Grade	Indicators
11-12	<p>LA.12.V.2 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"> 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.
9-10	<p>LA.10.V.2 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"> 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.
8	<p>LA.8.V.2 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"> 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).
7	<p>LA.7.V.2 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"> 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).
6	<p>LA.6.V.2 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"> 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).

5	<p>LA.5.V.2 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"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs. c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
4	<p>LA.4.V.2 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"> a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text. b. Recognize and explain the meaning of commonly occurring idioms and adages. c. Use knowledge of words by relating them to their antonyms and synonyms.
3	<p>LA.3.V.2 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"> a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).
2	<p>LA.2.V.2 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"> a. Ask and answer questions about key words and phrases to determine their meaning. b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).
1	<p>LA.1.V.2 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"> a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships. b. Define words by their category and simple attributes (i.e., a duck is a bird that swims). c. Ask and answer questions about key words and phrases to determine their meaning. d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).
K	<p>LA.K.V.2 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"> a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships. b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites. c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning. d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

K-12 Writing
Production of Writing: Standard 1

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

Grade	Indicators
11-12	<p>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.</p> <ul style="list-style-type: none"> 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.
9-10	<p>LA.10.W.1 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"> 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.
8	<p>LA.8.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> 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.
7	<p>LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> 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.
6	<p>LA.6.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> a. Apply knowledge of rules for capitalization.

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

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

K-12 Writing
Production of Writing: Standard 2

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

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

	<p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
6	<p>LA.6.W.2 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>
5	<p>LA.5.W.2 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>
4	<p>LA.4.W.2 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>
3	<p>LA.3.W.2 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>
2	<p>LA.2.W.2 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"> a. Use prewriting activities and resources to plan, organize, and draft writing. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers. d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers. e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
1	<p>LA.1.W.2 Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> a. Use prewriting activities and resources to generate and organize ideas. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Use feedback from others to improve writing and/or add details. d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.
K	<p>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.</p> <ul style="list-style-type: none"> a. Use prewriting activities and resources to generate ideas. b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity. c. Use feedback from others to improve writing and/or add details. d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols). e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

K-12 Writing
Modes of Writing: Standard 3

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

Grade	Indicators
11-12	<p>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.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.
9-10	<p>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.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone. e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.
8	<p>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.</p> <ol style="list-style-type: none"> 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.

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

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

K-12 Writing
Modes of Writing: Standard 4

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

Grade	Indicators
11-12	<p>LA.12.W.4 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"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
9-10	<p>LA.10.W.4 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"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
8	<p>LA.8.W.4 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"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. c. Explain and cite relevant evidence from multiple credible sources. d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. e. Adapt style and tone appropriate to the norms and conventions of the task and discipline. f. Provide a conclusion that follows from and supports the argument(s) presented.
7	<p>LA.7.W.4 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"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Explain and cite relevant evidence from multiple credible sources. c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

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

K-12 Writing
Modes of Writing: Standard 4

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

Grade	Indicators
11-12	<p>LA.12.W.4 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"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
9-10	<p>LA.10.W.4 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"> a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims. b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration. c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence. d. Adapt style and tone appropriate to the norms and conventions of the task and discipline. e. Provide a conclusion that follows from and supports the argument(s) presented.
8	<p>LA.8.W.4 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"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically. c. Explain and cite relevant evidence from multiple credible sources. d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence. e. Adapt style and tone appropriate to the norms and conventions of the task and discipline. f. Provide a conclusion that follows from and supports the argument(s) presented.
7	<p>LA.7.W.4 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"> a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate. b. Explain and cite relevant evidence from multiple credible sources. c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

6	<p>LA.6.W.4 Write arguments that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> Introduce a claim clearly and develop a structure in which the ideas are grouped logically. Use relevant evidence from two or more credible sources. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. Provide a concluding statement or section that follows from the argument presented.
5	<p>LA.5.W.4 Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically. Use facts and details to support reasons and/or evidence. Use words, phrases, and key vocabulary to connect ideas. Provide a concluding statement or section related to the perspective.
4	<p>LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence. Use facts and details to support reasons and/or evidence. Use linking words and phrases to connect ideas. Provide a concluding statement or section related to the opinion.
3	<p>LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence. Use linking words and phrases to connect opinions and reasons. Provide a concluding statement or section related to the opinion.
2	<p>LA.2.W.4 Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> Introduce a topic or text. State an opinion and provide reasons to support the opinion. Provide a concluding statement or section.
1	<p>LA.1.W.4 With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> Introduce a topic or text. State an opinion and provide a reason to support the opinion. Provide a sense of closure.
K	<p>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.</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
11-12	<p>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.</p> <ol style="list-style-type: none"> 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.
9-10	<p>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.</p> <ol style="list-style-type: none"> 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.
8	<p>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.</p> <ol style="list-style-type: none"> 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).
7	<p>LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.

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

1	LA.1.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details. a. Introduce a topic. b. Develop a topic using supporting facts and details. c. Use words and phrases related to the topic. d. Provide a sense of closure.
K	LA.K.W.5 With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

K-12 Writing
Modes of Writing: Standard 6

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

Grade	Indicator
11-12	<p>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).</p> <ol style="list-style-type: none"> 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).
9-10	<p>LA.10.W.6 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"> 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).
8	<p>LA.8.W.6 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"> 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.

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

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

11-12	<p>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.</p> <ol style="list-style-type: none"> 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.
9-10	<p>LA.10.SL.1 Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <ol style="list-style-type: none"> 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.
8	<p>LA.8.SL.1 Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <ol style="list-style-type: none"> 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.
7	<p>LA.7.SL.1 Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <ol style="list-style-type: none"> 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.
6	<p>LA.6.SL.1 Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</p>

	<ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning). e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.
5	<p>LA.5.SL.1 Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning). e. Complete a task following multi-step directions.
4	<p>LA.4.SL.1 Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas or acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.
3	<p>LA.3.SL.1 Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <ul style="list-style-type: none"> a. Ask relevant questions to build on ideas and acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning). e. Complete a task following multi-step directions.
2	<p>LA.2.SL.1 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> 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.

<p>1</p>	<p>LA.1.SL.1 Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</p> <ul style="list-style-type: none"> 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.
<p>K</p>	<p>LA.K.SL.1 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"> a. Ask pertinent questions to acquire or confirm information. b. Demonstrate interpretation of verbal and non-verbal messages in a conversation. c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives. d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling). e. Complete a task following one/two-step directions.

K-12 Speaking and Listening
Presentation of Knowledge and Ideas: Standard 2

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

11-12	<p>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.</p> <ol style="list-style-type: none"> 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.
9-10	<p>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.</p> <ol style="list-style-type: none"> 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.
8	<p>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.</p> <ol style="list-style-type: none"> 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.
7	<p>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.</p> <ol style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
6	<p>LA.6.SL.2 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"> a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts. b. Convey a perspective with clear reasoning and support. c. Analyze the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
5	<p>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.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
4	<p>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.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented.
3	<p>LA.3.SL.2 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"> a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts. b. Convey a perspective with clear reasoning and support. c. Identify the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words). e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.
2	<p>LA.2.SL.2 Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> c. Explain the purpose and credibility of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.
1	<p>LA.1.SL.2 Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts. b. Convey a personal perspective with clear reasons. c. With prompting and support, explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.
K	<p>LA.K.SL.2 With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations. b. Convey a personal perspective with clear reasons. c. Explain the purpose of information being presented. d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words). e. Use appropriate visual and/or digital tools to support verbal communication.

Appendix: Key Instructional Shifts for English Language Arts



Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders* have in the stages of their implementation.

ELA/Literacy Shift 1: Science of Reading/Foundations of Reading | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

Teachers...

- Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency.
- Provide frequent, meaningful opportunities for practice of newly acquired skills.
- Progress monitor with diagnostic assessments.
- Differentiate instruction for struggling readers.

School leaders...

- Provide systematic early literacy training based on the science of reading.
- Provide access to HQIMs and ongoing support for their implementation.
- Create structures that maximize core instruction during literacy blocks.
- Ensure school environments are print-rich.

Students...

- Orally practice 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.



August 25, 2021

Matthew L. Blomstedt, Ph.D.
Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987
c/o cory.epler@nebraska.gov

Dear Dr. Blomstedt:


Please consider this letter as support for the revision of Nebraska's College and Career Ready Standards for English Language Arts (ELA). The revised standards reflect the knowledge and skills required for success in postsecondary education and the workforce related to reading, writing, speaking, and listening.

Nebraska Revised Statute, Section 79.760.01 requires academic content standards to be reviewed and updated every five years. Under the leadership of Nebraska Department of Education staff, representatives from the University of Nebraska, Nebraska state colleges, Nebraska community colleges, and independent colleges and universities began the revision process in 2020. This group provided recommendations that guided the standards writing process, with the goal of developing standards that, when mastered, would qualify a student for success in entry-level, credit-bearing postsecondary coursework without remediation.

Faculty from the University of Nebraska at Kearney, University of Nebraska-Lincoln, and University of Nebraska at Omaha reviewed the previous set of standards and provided input on the proposed ELA standards. Several of these faculty represented departments of English and specialize in English language and literature and English composition. Other faculty represented colleges of education and specialize in preparing teachers for careers in K-12 schools. Many of them attended a presentation by Dr. Marissa Payzant explaining the review and revision process.

With the support of these University of Nebraska faculty specialists, I offer my signature as support, and I designate the standards as Nebraska's College and Career Ready Standards for English Language Arts.

With warmest personal regards,



Jeffrey P. Gold, M.D.
Executive Vice President and Provost



Nebraska State College System

CHADRON | PERU | WAYNE

August 27, 2021

Dr. Matthew Blomstedt, Commissioner of Education
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

Dear Dr. Blomstedt,

Please consider this letter as support for the revision of Nebraska's College and Career Ready Standards for English Language Arts (ELA). The revised standards reflect the knowledge and skills required for success in postsecondary education and the workforce related to reading, writing, speaking, and listening.

Nebraska Revised Statute, Section 79.760.01 requires academic content standards to be reviewed and updated every five years. Under the leadership of Nebraska Department of Education staff, representatives from the University of Nebraska, Nebraska State Colleges, Nebraska Community Colleges, and independent colleges and universities began the revision process in 2020. This group provided recommendations that guided the standards writing process, with the goal of developing standards that, when mastered, would qualify a student for success in entry-level, credit-bearing postsecondary coursework without remediation.

Representatives from the Nebraska State College System participated in the review and provided input on the proposed ELA standards. Therefore, I offer my signature as support, and I designate the standards as Nebraska's College and Career Ready Standards for English Language Arts.

Sincerely,

Paul Turman, Chancellor
Nebraska State College System

Nebraska's College and Career Ready Standards for English Language Arts (2021 CCR ELA Standards) Implementation Overview

Exploration: SY 2021 – 2022

After State Board approval, teachers and leaders should explore the newly revised ELA standards and assess readiness to implement. During this stage, time and activities focus on building understanding of the revised ELA standards and the instructional shifts reflected within revised standards. This phase should also include an analysis of the current instructional materials used in grades K-12 to determine their alignment to the revised standards or if new instructional materials should be selected.

Summative Assessment Implications: The 2014 CCR ELA Standards (i.e. legacy standards) will be assessed during the transition to NSCAS Growth, including the NSCAS Growth Pilot (Winter) and NSCAS Growth (Spring) Assessments.

Local Adoption and Initial Implementation: SY 2022 – 2023

During *Initial Implementation*, the focus is on analyzing the ELA standards at a deeper level and determining the resources to support implementation, including instructional materials. At this stage, schools develop an infrastructure and process to support the implementation of the revised ELA standards. This includes practices and policies designed to support student learning as reflected in the revised standards, and it includes professional learning to support the implementation of high-quality instructional materials for ELA.

Summative Assessment Implications: The 2021 CCR ELA Standards will be assessed on the 2022-2023 NSCAS Growth assessments. New embedded items may be field tested during each assessment. New cut scores will be adopted in the summer/fall of 2023 based on the results of NSCAS Growth 2022-2023.

Scale Up: SY 2023 – 2024

This stage, *Scale Up*, is where teachers and leaders are fully implementing the ELA standards while recognizing and attending to instructional gaps resulting from the transition from legacy standards to revised standards. During this stage, the focus is on using the revised ELA standards to guide instruction, actively reflecting on and refining instructional practices, and providing on-going professional learning to support implementation of high-quality instructional materials.

Summative Assessment Implications: The 2021 CCR ELA Standards will be assessed on the 2023-2024 NSCAS Growth assessments.

Deep Implementation and Sustainability: SY 2024 – 2025 and beyond

During *Deep Implementation and Sustainability*, educators have a deep understanding of the ELA standards and work towards implementation with fidelity. During this stage, the focus is on seamless integration of curriculum, instruction, and assessments. It also includes a focus on cross-curricular planning and continued reflection and refinement of practice.

Summative Assessment Implications: The 2021 CCR ELA Standards will be assessed on the 2024-2025 NSCAS Growth assessments.



NEBRASKA

DEPARTMENT OF EDUCATION

PROPOSED AGENDA ITEM RATIONALE

DATE: August 31, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Brad Dirksen, Administrator, Office of Accountability, Accreditation, and Program Approval

PROPOSED AGENDA ITEM: Suspend the Rule Revision Scope of Work approved at the December 2020 meeting and extend the Approval, Accreditation, and Accountability timeline to:

- (1) allow for additional stakeholder and practitioner engagement,
- (2) implement new rules no sooner than the 2023-2024 school year, and
- (3) allow at least a full academic year between adoption of new rules and the implementation of the rules.

RATIONALE/BACKGROUND INFORMATION: The State Board of Education approved a Rule Revision Scope of Work at the December 2020 meeting pertaining to the scope and timeline of the work around three new rules, (1) approval, (2) accreditation and (3) accountability. Based on input from stakeholders, and continued concerns around the pandemic, adjustments to the approved Rule Revision Scope of Work may be necessary.

The recommendation from the State Accreditation Committee follows:

Recommendation to the Commissioner to extend the Rule 10/Rule 14 re-write timeline to allow for additional stakeholder and practitioner engagement and to implement new rules no sooner than the 2023-2024 school year and to allow a at least a full academic year between adoption of new rules and the implementation of those rules.

PROPOSED BOARD MEETING (MONTH/YEAR): September/2021

ESTIMATED COST: \$0.00

FOR CONTRACTS AND GRANTS: N/A

- Indicate the Funding Source:
- New or Renewal:
- If renewal, date of first approval:

Approval / Accreditation / Accountability Rule Revision

	APPROVAL	Accreditation (Continuous Improvement)	ACCOUNTABILITY
Dec. 2021	SBOE Approval		
Nov. 2021	Rule Hearing		
Oct. 2021	Final Draft Posted – Hearing Notice <ul style="list-style-type: none"> • 30 days before Hearing 		
Sept 2021	Final Draft		
Aug. 2021	Legal Review		
July 2021	Any additional drafts / edits needed Draft #4		
Jun2021	State Accreditation Committee Meeting Incorporate Edits		
May 2021	Public Online Comment Period Finalize Draft #3		
April 2021	Public Online Comment Period		
Mar. 2021	Incorporate revisions into Draft #2		
Feb. 2021	Engagement w/ stakeholder groups – in-person or Zoom meetings with stakeholder groups		
Jan. 2021	Engagement w/ stakeholder groups – in-person or Zoom meetings with stakeholder groups		
Dec. 2020	State Accreditation Committee Meeting (Update / Input)		
Nov. 2020	Finalize Draft #1		



STATE BOARD OF EDUCATION
AQuESTT STUDENT SUCCESS, ACCESS AND SUPPORT COMMITTEE REPORT

Date: September 2, 2021

The Committee on AQuESTT Student Success, Access and Support domain met on September 2, 2021, and had two action items to approve the renewal of the Rule 11 waiver request from ESU#3 and Santee Community Schools, the committee recommended the approval of these items.

The committee didn't have a discussion on Leading for Equity and Excellence Program (LEEP) State Policy Network.

This concludes the AQuESTT Student Success, Access and Support committee report.

Patsy Koch Johns, Chair



PROPOSED AGENDA ITEM RATIONALE

DATE: August 25, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the Rule 11 teacher waiver request for Educational Service Unit # 3.

RATIONALE/BACKGROUND INFORMATION: When ESU 3 received a resignation at the end of the 2020/2021 program year (June 24th 2021), they advertised on the ESU 3 TalentEd Hire website and also in the Omaha World Herald. The ESU had two applicants who had the appropriate certification, the ESU interviewed and offered the job to one candidate who declined to take the position. The second applicant declined to be interviewed. ESU 3 has offered the position to a current employee who has been a paraeducator in the Head Start program. She meets the requirements to be considered for a waiver. Rule 11 Section 005.05A allows districts to seek a waiver for the teacher(s) if the teacher(s) meet the following minimum requirements:

003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

A checklist summary of the evidence of meeting the requirements is attached

PROPOSED BOARD MEETING: September 2021

ESTIMATED COST: N/A

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: ESU # 3

Request Date: 8/6/2021

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	1	
003.02A1 Job posting/Salary	x	Omaha World Herald ESU# 3
003.02A2 List of all other applicants for the position along with their resume and/or application	x	Other applicants refused interview
003.02A3 Resume of person(s) hired,	x	
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member's current Transcripts that shows qualifications	x	UNK



PROPOSED AGENDA ITEM RATIONALE

DATE: August 25, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

PROPOSED AGENDA ITEM: Approve the Rule 11 teacher waiver request for Santee Community Schools.

RATIONALE/BACKGROUND INFORMATION: Santee Community Schools operates an early childhood education and care program with 4 classrooms. They have an infant classroom (children 6 weeks to 18 months), one toddler classroom (18 months to 3 years), a classroom for 3-year-olds, and a classroom for 4-year-olds). The classroom for 4-year-olds is staffed with a fully certified teacher.

The district is requesting the renewal of a waiver for one teacher and initial waivers for two additional teachers. There have been significant staffing changes between the 2020/2021 school year and the 2021/2022 school year. One early childhood teacher who was fully certified retired and two additional teachers who were fully certified left the district.

The district was able to hire one fully certified teacher for their early childhood program. Two additional certified teachers were offered positions but took positions elsewhere. Enrollment for the program requires 4 classrooms.

The regulations regarding waivers for early childhood teachers as listed in the Nebraska Department of Education [Rule 11: Regulations for the Approval of Prekindergarten Programs established by School Boards or Educational Service Units and for the Issuance of Early Childhood Education Grants](#) are listed below.

003.02A4a Twelve graduate hours in early childhood education; or

003.02A4b Bachelor's degree or higher including 12 undergraduate hours in early childhood education, or

003:02A4c Associate Degree in early childhood education.

A checklist summary of the evidence of meeting the requirements is attached

PROPOSED BOARD MEETING: September 2021

ESTIMATED COST:

**Nebraska Department of Education,
Office of Early Childhood Education
Rule 11 Waiver Request – Internal Document Checklist**

School District/ESU: Santee Community Schools

Request Date: 8/11/21

11.003.02 Approval Requirements. Prekindergarten programs established by school boards or educational service units will be approved by the Board pursuant to this chapter upon the recommendation of the Commissioner. Approval requires compliance with the requirements identified in this Chapter.

11.003.02 A school systems may submit a request for a waiver for subsections 004.07 and 005.05A of this Chapter listing each staff member that does not meet those requirements. To be eligible for a waiver the following minimum information is required and must be submitted within 30 days of the hire date of each staff.

		Notes
Number of positions requiring waiver	3	2 two positions are waiver renewals. One is a new waiver request. The person the district is requesting the new waiver for has more than 70 hours toward a degree in EC but does not have an associate degree.
003.02A1 Job posting/Salary	x	Teaching jobs posted for 5 months
003.02A2 List of all other applicants for the position along with their resume and/or application	x	3 applicants – Hired one (fully qualified – EC Inclusive Endorsement) Offered position to the two other qualified candidates, both took other jobs.
003.02A3 Resume of person(s) hired,	x	
003.02A4 Copy of an approved course of study from a cooperating college or university showing the staff member will be able to achieve a teaching certification with an early childhood endorsement within four years. Such course of study should also include a copy of the Staff member’s current Transcripts that shows qualifications	x	One teacher has not passed the Praxis II. The other two are actively taking courses and have submitted courses of study.



Matthew L. Blomstedt, Ph.D., Commissioner

NEBRASKA

DEPARTMENT OF EDUCATION

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301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
TEL 402.471.2295
FAX 402.471.0117

STATE BOARD OF EDUCATION BUDGET AND FINANCE COMMITTEE REPORT

Date: September 2, 2021

“The Committee on Budget and Finance reports that...

Consent Agenda Item Discussion:

The Committee discussed in further detail and asked questions about each of the three consent agenda items with NDE staff answering the Committee’s questions by providing additional information. The Committee was in support of all three consent agenda items reviewed.

2.3.A Monthly Board Travel Expense Report

Speaker(s): Jen Utemark

Discussion:

No discussion

2.3.B. In-State Travel Authorization Reports

Discussion:

No discussion

2.4. Committee Update

2.4.A. FY 2022 Mid-Biennium Deficit Request Update

Speaker(s): Commissioner Blomstedt and Jen Utemark

Discussion:

NDE briefed the Committee that an action item on the biennial request will come before the board next month. NDE will have a deficit budget request related to costs for the move to the new location as well as some operational obligations that are currently unfunded.

Other items discussed as follows: None

This concludes the Budget and Finance Committee report.”

Pat Timm, Chair

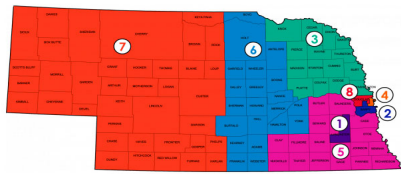
*Submit a printed copy to the Committee Chair and email to the Recording Secretary.



2021-2022 Board Travel
At-A-Glance

<p>Budgeted</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$60,000</div>	<p>Monthly Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$1250</div> <p>Average</p>	<p>Annual Spending</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 24px; font-weight: bold;">\$15,000</div> <p>Projected</p>	<p>Expenditures</p> <div style="background-color: #1a3d4d; color: white; padding: 20px; border-radius: 10px; font-size: 18px; font-weight: bold;">Lodging Meals Mileage</div>
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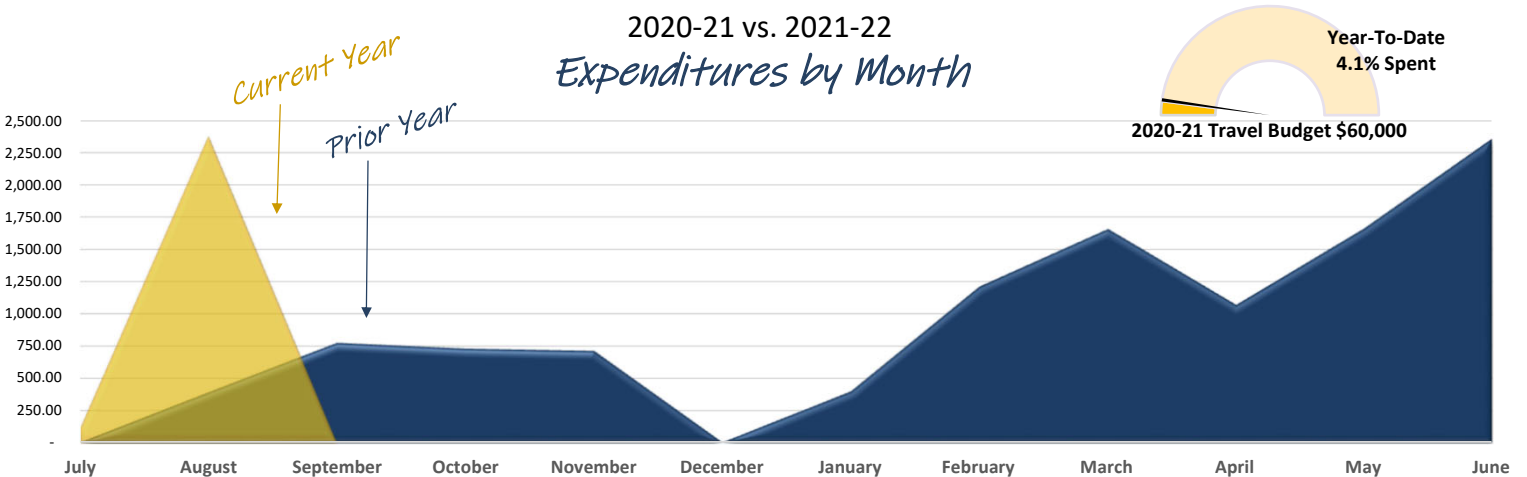
Even under pandemic conditions, the Nebraska Board of Education has retained the ability to attend meetings, conferences and conventions, sustain meaningful and dynamic work in addition to engaging in new opportunities provided through innovation and virtual technology during unexpected circumstances.



Board Member Activity

District	Board Member	Current Year July 2021-June 2022		Prior Year July 2020-June 2021		Variance	
		August	Year-To-Date	August	Year-To-Date	August	Year-To-Date
1	Patsy Koch Johns, Vice President	\$0	\$0	\$0	\$0	\$0	\$0
2	Lisa Fricke	\$703	\$703	\$54	\$54	\$649	\$649
3	Patti Gubbels <i>New Jan. 2021</i>	\$349	\$349	\$0	\$0	\$349	\$349
3	Rachel Wise <i>Outgoing Dec. 2020</i>	\$0	\$0	\$132	\$132	\$0	-\$132
4	Jacquelyn Morrison <i>New Jan. 2021</i>	\$349	\$349	\$0	\$0	\$349	\$349
4	John Witzel <i>Outgoing Dec. 2020</i>	\$0	\$0	\$0	\$0	\$0	\$0
5	Patricia Timm	\$112	\$112	\$203	\$203	-\$91	-\$91
6	Maureen Nickels, President	\$294	\$404	\$0	\$0	\$294	\$404
7	Robin Stevens	\$224	\$224	\$0	\$0	\$224	\$224
8	Deborah Neary	\$346	\$346	\$0	\$0	\$346	\$346
		\$2376	\$2,487 4.1%	\$389	\$389 1%	\$2,120	\$2,098
Annual Budget			\$60,000		\$60,000		
Over/(Under) Budget			(\$57,513) 95.9%		(\$59,611) 99%		

2020-21 vs. 2021-22
Expenditures by Month



Historical Annual Expenditures - FY2021/\$11,000, FY2020/\$35,000, FY2019/\$48,500

In-State Travel Authorization Reports - September

Name	Event Name	Date	Location	Board Bylaw B16 Code A-F
Lisa Fricke	Children, Families and Community Conference	9/27/2021	Virtual	E
Jacquelyn Morrison	(NONE)			
Deborah Neary	Educator Shortage Summit Registration	10/27/2021	Kearney, NE	E
Patricia Timm	(NONE)			

In-State Travel Authorization Reports - September

<u>Name</u>	<u>Event Name</u>	<u>Date</u>	<u>Location</u>	<u>Board Bylaw B16 Code A-F</u>
Patsy Koch Johns	Civic Nebraska Breakfast	9/8/2021	Lincoln, NE	E
	Open Sky Redistricting	9/13/2021	Virtual	E
	NASB Area Membership Meeting	9/15/2021	York	E
	NSCTA Convention	9/23/2021 - 9/25/2021	Bellevue, NE	E
	Thriving Children, Families, and Communities Conference	9/27/2021	Virtual	E
	NASBE Annual Conference	10/6/2021 - 10/08/2021	Virtual	E
	Nonprofit Summit of the Midlands	11/3/2021	Virtual	E
Patti Gubbels	Superintendent's Meeting ESU#2	9/1/2021	Fremont, NE	E
Maureen Nickels	NASB Area Membership Meeting	9/8/2021	Kearney	E
	NASB Area Membership Meeting	9/15/2021	York	E
Robin Stevens			Ogallala, NE	E
Robin Stevens			North Platte, NE	E

Pursuant to Board Policy B9, I move to limit public comment to a maximum of three (3) hours, where each person may address the Board for up to two (2) minutes, at the Friday, September 3, 2021, meeting. The Board may take a 45-minute lunch break during such time announced at a time prior to recessing, with this break not included in the three hour time limit.

TO: MATTHEW L. BLOMSTEDT, PH.D.

FROM: BRYCE WILSON, DENISE THEGE

DATE: September 3, 2021

SUBJECT: MONTHLY LIST OF CONTRACTS \$10,000 TO \$50,000

RATIONALE: As stated in the Nebraska State Board of Education Policy Manual P5 the Commissioner shall provide the Board each month with a list of contracts between \$10,000 and \$50,000.

1. Contractor(s): ESU 7
Contract Amount: \$13,500
Funding Source: General
Scope of Services: Provide discounted rates for ELG training for Step Up to Quality Participants.
Date of Contract: 8/1/21-7/31/22
Contact Person: Melody Hobson
2. Contractor(s): SEL Consulting Collaborative
Contract Amount: \$25,750
Funding Source: Federal
Scope of Services: Provide professional services as a social and emotional learning consultant to NDE in service of the goal to develop a Social and Emotional Learning Framework and introductory guidance to advance evidence-based, systemic, equity-focused SEL across the state.
Date of Contract: 7/31/21-1/31/22
Contact Person: Zainab Rida
3. Contractor(s): University of Massachusetts-Boston
Contract Amount: \$21,999.84
Funding Source: Federal
Scope of Services: Deliver progressive employment training to Nebraska Vocational Rehabilitation staff via remote platform.
Date of Contract: 8/6/21-9/30/21
Contact Person: Lindy Foley
4. Contractor(s): South Heartland District Health Department
Contract Amount: \$26,000
Funding Source: Federal
Scope of Services: Advance health promoting strategies in schools by providing resource, TA, and guidance to LEAs and schools as well as facilitating school community connections and partnerships as well coordinate efforts in collaboration with the 1801 state team.
Date of Contract: 8/9/21-7/31/22
Contact Person: Zainab Rida

5. Contractor(s): Panhandle Public Health Department
Contract Amount: \$20,000
Funding Source: Federal
Scope of Services: Advance health promoting strategies in schools by providing resource, TA, and guidance to LEAs and schools as well as facilitating school community connections and partnerships as well coordinate efforts in collaboration with the 1801 state team.
Date of Contract: 8/9/21-7/31/22
Contact Person: Zainab Rida

6. Contractor(s): Northeast NE Public Health Department
Contract Amount: \$28,000
Funding Source: Federal
Scope of Services: Advance health promoting strategies in schools by providing resource, TA, and guidance to LEAs and schools as well as facilitating school community connections and partnerships as well coordinate efforts in collaboration with the 1801 state team.
Date of Contract: 8/9/21-7/31/22
Contact Person: Zainab Rida

7. Contractor(s): Society of Health & Physical Educators (SHAPE)
Contract Amount: \$10,000
Funding Source: Federal
Scope of Services: Provide support for physical education, physical activity and health education training and professional development support for Nebraska educators.
Date of Contract: 8/20/21-8/1/22
Contact Person: Zainab Rida

8. Contractor(s): Firespring Print
Contract Amount: \$45,690
Funding Source: Federal
Scope of Services: Develop mental health awareness and stigma reduction materials.
Date of Contract: 8/11/21-8/10/22
Contact Person: Zainab Rida

9. Contractor(s): Eleanor Shirley dba Dialogic Dimensions
Contract Amount: \$17,950
Funding Source: Federal
Scope of Services: Facilitator for Early Childhood Interagency Coordinating Council (ECICC).
Date of Contract: 9/1/21-8/31/22
Contact Person: Amy Rhone

10. Contractor(s): HHS
Contract Amount: \$49,950
Funding Source: Federal
Scope of Services: Oversee the development and implementation of evaluation activities, including the CDC-required evaluation plan, by leading Monitoring and Evaluation of 1801 efforts, Develop tools, resources, reports and presentations, and analyze the effectiveness and success of meeting the performance measures.
Date of Contract: 8/1/21-7/31/22
Contact Person: Zainab Rida
11. Contractor(s): Storyblocks
Contract Amount: \$10,000
Funding Source: Federal
Scope of Services: Provide user licenses/logins to the Marketing Team.
Date of Contract: 8/25/21-8/24/22
Contact Person: Lindy Foley
12. Contractor(s): University of Massachusetts-Boston
Contract Amount: \$25,305.12
Funding Source: Federal
Scope of Services: Facilitate a Progressive Employment Community of Practice (CoP) for NE VR staff via remote platform.
Date of Contract: 10/1/21-9/30/22
Contact Person: Lindy Foley
13. Contractor(s): Schmeeckle Research
Contract Amount: \$28,000
Funding Source: Federal
Scope of Services: Provide program performance evaluation services for Nebraska VR's Traumatic Brain Injury State Demonstration Grant Program.
Date of Contract: 9/1/21-8/31/22
Contact Person: Lindy Foley



Annual Report 2020-2021

NCECBVI

In collaboration with the Nebraska Department of Education and Educational Service Unit 4

**Sally Schreiner,
Administrator**

**824 10th Avenue
P.O. Box 129
Nebraska City, NE 68410
402-873-5513**


 **Nebraska Center** for the
Education of Children who are
Blind or Visually Impaired

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Background Information

Founded in 1875, the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI) serves children from birth to age 21. NCECBVI's program offers the expertise and specialized skills of the Center's staff to students who are blind, visually impaired, and/or have multiple disabilities in residential, day, and outreach settings. Services are provided to local school districts, Educational Service Units, students, families, teachers, and other support staff.

Since 1999, the Nebraska Department of Education (NDE) contracts with Educational Service Unit 4 (ESU 4) to implement the state plan for vision services. NCECBVI provides statewide services under the leadership of ESU4 and partners with NDE to serve students statewide with programs and services as prescribed in the state plan.

ESU 4/NCECBVI Vision Statement

Courageously leading a dynamic revolution in education.

NCECBVI Mission Statement

To improve the learning of children who are blind or visually impaired through a commitment to communication, accountability, and leadership.


NCECBVI Belief Statements (May 2007)

We believe, as advocates for children who are blind or visually impaired, that:

- Communication is the key to effectiveness.
- Honest, accurate, and accessible communication enables quality statewide services.
- Effective partnerships between families and professionals ensure accountability.
- All children must have meaningful experiences and appropriate services.
- Local, state, and national leadership is essential in developing and providing educational best practices.

ESU 4 Mission Statement (January 2014)

Impacting student learning through communication, accountability, and leadership.



In 1997, the Nebraska Department of Education/NSVH conducted a study of vision services in Nebraska. A committee, made up of stakeholders, was selected to review current services and develop a new state plan for statewide vision services. This state plan was approved the Nebraska State Board of Education in December 1998, which created the Nebraska Center for the Education of Children who are Blind or Visually Impaired (NCECBVI). In 2004, the original stakeholders were invited back to NCECBVI to review the state plan and make any revisions needed to meet current needs. The revised state plan was approved by the Nebraska State Board of Education in September 2004.

Nebraska State Plan for Vision Services

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides a variety of services for students with blindness, visual impairments, and multiple disabilities on the campus in Nebraska City as well as statewide in students' local school districts, homes, and communities. The chart below identifies the service components of the state plan for vision services.



Instructional Materials and Technology Support

The Nebraska Instructional Resource Center (NIRC), housed at the Nebraska Center for the Education of Children who are Blind or Visually Impaired, supports local education agencies in providing students statewide with instructional materials and technology support needed for their education.

The Center:

- Acts as a liaison to the American Printing House for the Blind, Inc. (APH) Federal Quota program
- Serves as a resource for materials in braille, large print, recorded items, and tactile representations
- Maintains a statewide inventory of large print and braille materials available for loan from local school districts and educational service units
- Collaborates with the Nebraska Educational Assistive Technology (NEAT) Project regarding technology loan programs and technology support

School districts are required to register both their Legally Blind and Partially Sighted students annually with the Nebraska Instructional Resource Center. Federal Quota funding from the American Printing House for the Blind is provided to each state annually for students registered as Legally Blind. In Nebraska, NCECBVI also monitors the number of students who qualify as partially sighted. Students are registered for the Federal Quota census based on having a vision loss, which is different from the number of students eligible as visually impaired as a primary disability on their MDT.

Year	Blind/Legally Blind	Partially Sighted	Total
2021	373	406	779
2020	405	423	828
2019	401	461	862
2018	406	464	870
2017	405	415	820
2016	404	400	804
2015	389	431	820
2014	397	480	877
2013	382	479	861
2012	380	466	846
2011	388	437	825
2010	406	405	811
2009	419	381	800
2008	414	380	794
2007	441	287	728
2006	439		
2005	442		
2004	430		
2003	423		
2002	409		
2001	406		
2000	409		
1999	391		
1998	389		
1997	384		

Categorization by age:

- Students ages birth-age 2: 34 (Legally Blind= 15 Partially Sighted= 19)
- Students ages 3-5: 71 (Legally Blind= 32 Partially Sighted= 39)
- Students ages 6-21: 674 (Legally Blind= 326 Partially Sighted= 348)

Students were identified from 140 school districts and programs:

Adams Central	Deshler	Kimball	Pierce	Wakefield
Alliance	District OR 1	Lakeview Community	Plattsmouth	Walthill
Alma	Dorchester	Laurel-Concord	Pleasanton	Wausa
Ashland-Greenwood	East Butler	Lewiston	Potter-Dix	Waverly
Auburn	Elgin	Lexington	Ralston	Wayne
Aurora	Elkhorn	Lincoln	Randolph	West Holt
Axtell	Elkhorn Valley	Madison	Ravenna	Westside
Banner County	Emerson-Hubbard	Malcolm	Raymond Central	Wilbur-Clatonia
Battle Creek	Exeter-Milligan	McCook	Red Cloud	Winnebago
Beatrice	Fairbury	McCool Junction	Riverside	Wisner-Pilger
Bellevue	Falls City	Meridian	Schuyler	Wood River
Bennington	Fillmore Central	Milford	Scottsbluff	York
Bertrand	Fort Calhoun	Millard	Seward	Yutan
Blair	Freeman	Minden	Sidney	
Bloomfield	Fremont	Mitchell	Silver Lake	
Blue Hill	Friend	Morrill	So. Central NE Unified	
Boyd County	Fullerton	Mullen	South Sioux City	
Brady	Gering	NCECBVI	Southern	
Bridgeport	Gibbon	Nebraska City	Southwest	
Broken Bow	Giltner	NE Unified District 1	Springfield- Platteview	
Bruning-Davenport	Gordon-Rushville	Neligh-Oakdale	St. Edward	
Callaway	Gothenburg	Norfolk	St. Wenceslaus	
Centennial	Grand Island	Norris	Sterling	
Central City	GI Central Catholic	North Platte	Sumner- Eddyville-Miller	
Central Valley	Gretna	Oakland-Craig	Superior	
Chadron	Hastings	Ogallala	Sutton	
Columbus		Omaha	Syracuse- Dunbar-Avoca	
Crawford	Heartland	O'Neill	Tekamah- Herman	
Creek Valley	Hemingford	Ord	Thayer Central	
Creighton	Holdrege	Osceola	Umo "Ho" Nation	
Crete	Immanuel Lutheran	Papillion-LaVista	Valentine	
David City	Kearney	Pawnee City	Wahoo	

Center-Based Programs and Residential Services

Students have the option of attending the Nebraska Center for the Education of Children who are Blind or Visually Impaired for specialized services based upon the student’s educational needs as indicated by the individual education plan. Full or part-time educational placement for varying durations is available. Residential services may be provided in addition to the center-based educational program. Residential services may include independent living training, social skill training, community participation, and recreation and leisure activities.

The Center provides:

- Academic programming
- Continuation of local school district academics
- Intense training in specific skills
- Assessments and evaluations
- Collaboration with educators and parents for the student’s return to local education agency
- Transition programming for adult life
- Partnerships with local public schools to provide educational opportunities
- Specialized services for students with blindness, visual impairments, and multiple disabilities



Enrollment

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides an educational program within the center-based school setting for students with visual impairments, including those with multiple disabilities. Residential services are also offered at NCECBVI which provide a comprehensive program for students with extended training opportunities in the area of independent living skills.

15 center-based students ***Indicates new student(s) to NCECBVI in the 2020-2021 school year.*
 11 of the center-based students received residential services.

13 school districts received these services:

- | | | |
|---------------|---------------|-------------------------------|
| Boone Central | Hemingford | Syracuse-Dunbar-Avoca |
| Crete | Nebraska City | Waverly-Eagle |
| East Butler | Plattsmouth | Westside |
| Falls City | Sterling | |
| | | Council Bluffs, IA (remote)** |
| | | Fremont-Mills, IA ** |

Number of Students Enrolled in NCECBVI Center-Based Program by School Year

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
18	18	20	22	22	19	16	16	18	20	16	15

Co-Enrollment with Local School District

Placement at NCECBVI is always an IEP team decision and in some situations, students may attend their local school district classes on a part-time basis and attend NCECBVI the other part of the time. NCECBVI works closely with school districts to ensure consistency between the programs.

**1 student attended both NCECBVI and their local district:
Plattsmouth**

Expanded Core Curriculum (ECC)

The ECC is a framework for educational planning for students with visual impairments. It consists of nine areas: Compensatory Academics, Orientation and Mobility, Sensory Efficiency, Career Education, Independent Living Skills, Recreation and Leisure, Assistive Technology, Self Determination, and Social Interaction. The ECC is emphasized in all areas of a student's education and services and is one of the unique and specialized features of a student attending school at NCECBVI.

Remote Teaching

Beginning second semester, NCECBVI served a student remotely via Zoom for the first time. Several teachers were involved in the creation of the schedule and delivery of services. Thanks to the hard work of staff and partnership with the local district, NCECBVI looks forward to continuing this service in the future as special circumstances warrant.

Transition Planning

As part of student transition plans and collaboration with local school districts and community agencies, the NCECBVI Transition Specialist and Principal coordinated transition meetings and agency placement for two center-based students second semester. One student from Crete was placed with Region V services as part of his transition plan. Another student from Waverly implemented her transition plan by volunteering at the Nebraska Commission for the Blind and Visually Impaired this quarter. Both students attended their transition placement one day each week and continued at NCECBVI for the remainder of the week.

Throughout the school year, students in the transition class welcomed visitors from the Nebraska Commission for the Blind who participated in cooking lessons and worked with students to explore an online job search program.

Returning to Campus During the Pandemic

As a follow-up to NDE's Launch Nebraska plans, NCECBVI created both a Conditions for Learning Plan and a Continuity of Learning Plan that were disseminated to all staff prior to school re-opening in August.

NCECBVI created a Return to School Plan that was provided to parents and LEAs in early August. This plan outlined specific details for students to return to campus at the beginning of the school year, including additional safety measures and procedures.

Due to the pandemic, Parent-Teacher Conferences were held remotely this school year.

Student Leadership

One of the NCECBVI students is a member of the Nebraska Youth Leadership Council and participates in regular Zoom meetings with other students with disabilities from across the state. The NYLC is made up of a group of young adults with disabilities who meet to network with each other while developing self-advocacy skills.

Activities/Events

The residential students and staff hosted Fun Night for Phyllis in the fall. Phyllis worked in the NCECBVI kitchen for many years and this event was coordinated in her memory. The students participated in a craft project made from burned wood made into a keychain, allowing them to smell the burnt wood, feel the grooves, and learn about the designs. Pizza was served and it was an enjoyable experience for everyone.

NCECBVI welcomed visitors from the Patriots Tour in early October. As part of their travels across the country, this group stopped in Nebraska City for the day and while here, let students explore their amazing, customized trucks that honored first responders and military personnel.

Throughout the school year, residential students at NCECBVI enjoyed a partnership with students from the Utah School for the Deaf and Blind. During their Zoom meetings, students practiced introducing themselves and telling others about their eye conditions/diagnoses. They also shared information about their hobbies and all the students enjoyed getting to know new friends.

The NCECBVI kitchen staff provided a fun Halloween Luncheon to all students and staff in October. The menu included spider bites (hot dog with spaghetti) served in a coffin (hot dog bun) with marinara sauce, “witches fingers” (green beans), Frankenstein fruit in cups, and witches brew punch. The kitchen also gave students and staff a treat bag with ghost tears, apples and caramel dip, and pumpkin cookies.

The American Printing House for the Blind (APH) created a Virtual ExCEL Academy, which consists of free webinars for students and teachers featuring a variety of topics and subject matter appropriate for various ages and ability levels. Throughout the year NCECBVI students and staff participated in the Academy.

Staff Recognition

One of NCECBVI’s center-based teachers was awarded the DVIDB (Division on Visual Impairments and Deaf-Blindness) National Teacher of the Year award during a Facebook Live event held in early March. DVIDB is a division of the Council for Exceptional Children. In addition to the awards ceremony, the teacher was featured in an article for DVIDB, on the DVIDB website, and in the local Nebraska City News Press.

One of the NCECBVI O&M Specialists was featured by Salus University in their “Where Are They Now” webpage. The article showcased this individual’s journey, from volunteering at NCECBVI at a young age to growing up and working at NCECBVI as an adult, who then supported her participation in the Salus O&M program. This staff member now serves students as a Certified Orientation and Mobility Specialist in both the NCECBVI center-based program as well as through outreach services.

Spring Program

On May 5, NCECBVI’s Spring Program was held in the evening via Zoom. This unique, remote presentation showcased each student and their classmates performing a musical piece which had previously been recorded, then was compiled into a slide show and shared. More than 40 family members, students, staff, school district staff, and others joined in for the event.

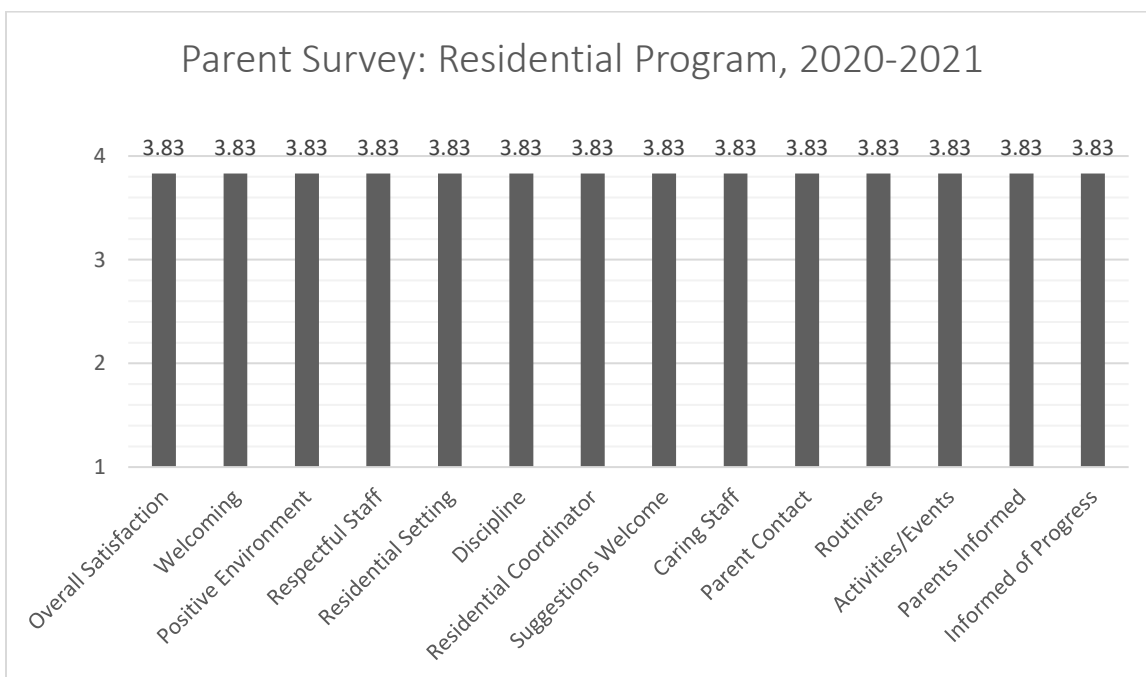
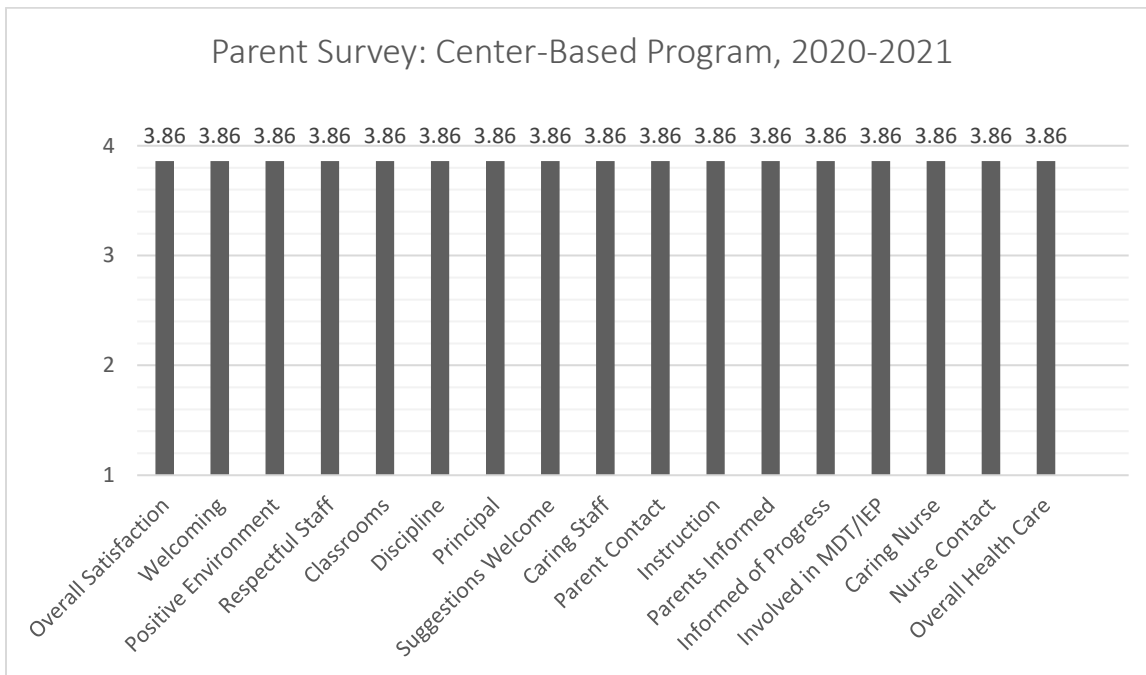
NCECBVI Graduation Ceremony

NCECBVI’s Graduation ceremony was held on May 7. This event was held in collaboration with students’ home schools, with representatives from local districts and NCECBVI who shared stories about each graduate and awarded them with certificates of participation and diplomas. To maintain social distancing due to the pandemic, graduating students, their families, choir, and designated staff were in the auditorium for the

ceremony, while others participated via Zoom. Immediately following, graduates welcomed NCECBVI staff to rotate in small groups to their graduation tables, filled with pictures, flowers, balloons, and other celebratory items.

Class of 2021 Graduates

NCECBVI staff aim to ensure a comfortable transition between public school and adult life. Parents, teachers, local school district staff, and adult service agency providers worked together to develop and implement students’ transition plans. Post-graduation plans for the class of 2021 graduates include attending the program at the Nebraska Commission for the Blind and Visually Impaired, working with Region V in Crete, and one student will continue working on independent living skills while receiving care from family in his home.



4=Excellent 3=Good 2=Fair 1=Poor

Student and Family Support Programs

The Nebraska Center for the Education of Children who are Blind or Visually Impaired offers a variety of support programs for students and families throughout the year.

The Center provides:

- Skill Training—Braille, Orientation and Mobility, Independent Living, Vocational Training, Assistive Technology, Social Skills, Transitional Living
- Enrichment Activities—Outdoor Education, Arts and Crafts, Music, Sports, Recreation and Leisure
- Family Activities—Parent Training, Sibling Training, Family Networking

Braille Challenge

Due to the pandemic, the national Braille Challenge Finals (which have typically been held in California) were held remotely in the summer of 2020. Two Nebraska students and their TVIs participated in the event; one from South Sioux City and the other from Syracuse-Dunbar-Avoca. The students and teachers had support from NCECBVI, local school district staff, and other individuals statewide, to make their testing days memorable. In South Sioux City, a mini pep rally was held for the student where she also received flowers, candy, and balloons. In Syracuse, the student arrived at the contest to find the school hallways lined with posters, along with chocolates, flowers, and balloons from friends and family. The 2020 Braille Challenge Finals Ceremony was held virtually later in the summer. Neither student from Nebraska placed in the finals although they were both recognized during the program and received a commemorative package from Braille Institute that included a t-shirt, tactile portrait, Finals yearbook, Finals medal, Braille UNO cards, USC swag, and more.

In 2021, Nebraska Braille Challenge contest was held remotely, due to the pandemic. Thanks in partnership between the Braille Institute of America, NCECBVI, and local districts/ESUs, the event was a success. TVIs participated in a remote proctor meeting led by NCECBVI, organized materials in the student's district, proctored the contest, and returned completed materials to NCECBVI upon completion of the contest. Scored contests were then submitted to Braille Institute.

NCECBVI's Principal organized both a 2021 Braille Challenge opening ceremony and awards ceremony, featuring the student participants. These were shared via Zoom, recorded, then posted on Facebook. At the awards ceremony, more than 30 individuals were in attendance which included students, family members, TVIs, and NCECBVI staff.

19 students participated in this year's remote Braille Challenge competition from:

Alliance
Blair
Fullerton
Gretna
Hemingford
Lincoln
NCECBVI
Omaha
South Sioux City
Wood River

Three Nebraska students participated in the National Braille Challenge finals in the summer of 2021. They were from South Sioux City, Omaha, and Lincoln Public Schools. Due to COVID restrictions, this event was held virtually again this year, with each student’s TVI making arrangements to proctor the contest in July, in their respective hometowns. The awards ceremony was held remotely in July.

Number of Students who have Participated in the Nebraska Regional Braille Challenge by School Year

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 (remote)
28	36	24	28	26	25	24	19	25	22	25	19

APH Art InSights

Each year, students from across the country are invited to participate in the annual Art InSights competition that is sponsored by the American Printing House for the Blind. NCECBVI students submitted artwork to this national competition and several were recognized for their pieces at the awards banquet in October. Typically this event is held in person in Louisville, Kentucky, however this year it was a virtual event due to the pandemic. Eight students from NCECBVI were recognized and received gift cards, certificates, and ribbons.

Cane Quest

Cane Quest, a national program of the Braille Institute of America, was held remotely this year, due to the pandemic. NCECBVI’s O&M Specialists coordinated a proctor meeting which was held via Zoom, then provided scoring materials and directions to local district/ESU O&M instructors who were responsible for setting up the contest at the local level, gathering materials, and using provided rubrics. Once contest materials were returned, NCECBVI’s O&M Specialists scored the contests and provided feedback.

NCECBVI’s Principal organized an opening ceremony and closing ceremony for Cane Quest, which featured information about individual students. These were shared via Zoom, recorded, and posted on Facebook. More than 30 individuals attending the closing ceremony which included students, family members, TVIs, O&M instructors, and NCECBVI staff.

18 students participated in this year’s remote Cane Quest competition from:

- Aurora
- Columbus Lakeview
- Fullerton
- Lincoln
- NCECBVI
- Norris
- Omaha
- Papillion-LaVista
- South Sioux City
- Wood River

Scholarship

The Campus Administrator was proud to honor a former outreach student from Syracuse-Dunbar-Avoca with the Phyllis Wright scholarship. Phyllis was a member of the staff when the program was known as the Nebraska School for the Visually Handicapped. Phyllis’ family wanted to honor her memory by providing a scholarship to an individual with a visual impairment whose plans involved post-secondary education.

Tours of NCECBVI

This year, tours of NCECBVI's center-based and residential programs were given for students, parents, and staff from the Wayne and Raymond Central school districts during fourth quarter. Due to COVID restrictions, visitors were not permitted on campus earlier in the school year.

Sizzlin' Summer Camp

NCECBVI's annual Sizzlin' Summer Camp was held July 6-9 on campus. The theme this year was "Art 4 All!" Students took part in several art activities, from traditional painting to culinary arts to woodworking, and more. Other favorite camp activities included swimming and going to the Tree Adventure at Arbor Day Farm.

17 students attended from

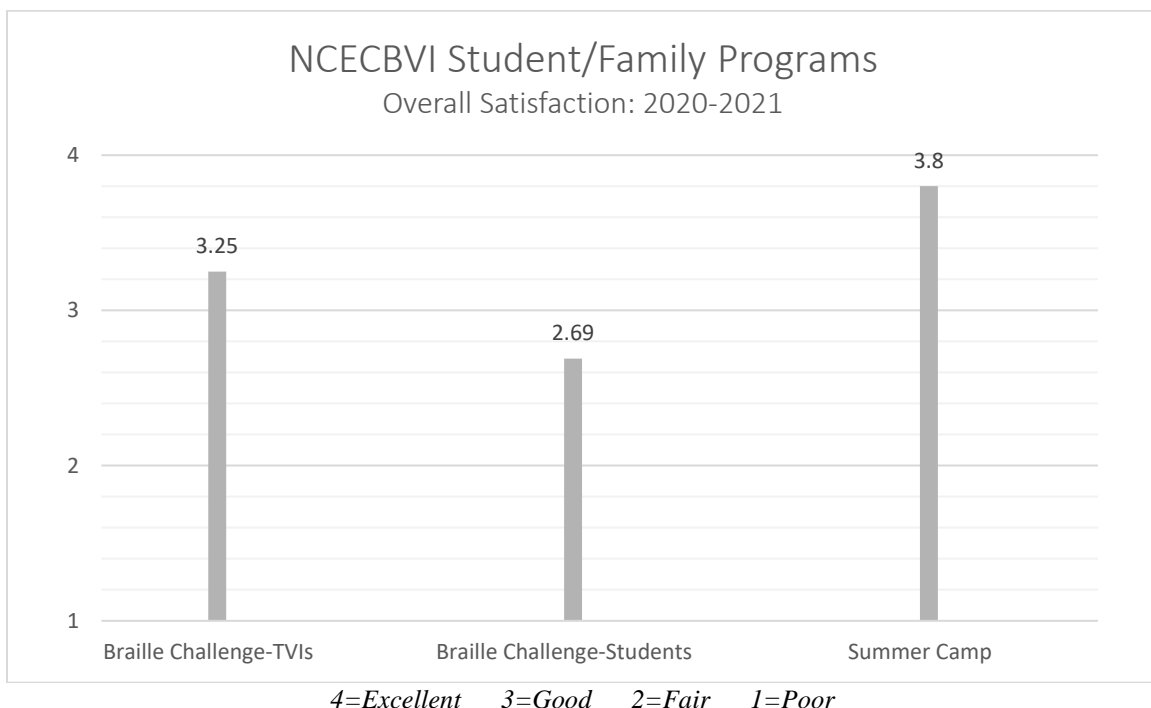
Aurora	Norris
Blair	Oakland-Craig
Columbus	Omaha
Columbus Lakeview	Papillion-LaVista
Fullerton	Wayne
Grand Island	West Holt
Lincoln	Wood River
Millard	

Prom

Prom was not held this school year due to the COVID-19 pandemic.

Alumni Banquet/Reunion

There was a great turnout for the annual Alumni Banquet/Reunion in July 2021. The guests arrived Friday afternoon and got all settled into their rooms in the dorm. Friday evening was spent socializing and reminiscing about their times at NCECBVI. Saturday started with breakfast and coffee, followed by games, lunch, and more conversations throughout the day. On Saturday evening there was a delicious meal with an auction following. On Sunday, guests enjoyed brunch, complete with taking pictures and new memories being made. In all, more than 30 guests enjoyed the weekend festivities.



Assessment and Evaluation Services

Educational assessments and evaluations are provided to assist local education agencies in order to provide educational services for students who are blind or visually impaired. These assessments may be provided in a variety of locations: in the local school district, in the student's home and community, and/or at the Nebraska Center for the Education of Children who are Blind or Visually Impaired. The assessment team also coordinates with other professionals to provide a comprehensive evaluation.

The Center may provide:

- Low Vision Clinics
- Orientation and Mobility Assessments
- Functional Vision Assessments
- Learning Media Assessments
- Transitional Living Assessments
- Daily Living Assessments
- Vocational Assessments
- Assistive Technology Assessments
- Motor Assessments
- Psychological Evaluations
- Physical Therapy Evaluations
- Occupational Therapy Evaluations
- Speech-Language Evaluations



Low Vision Clinic

In recent school years, the Technology Outreach and Support Team (TOAST) has met regularly to reinvent the structure of NCECBVI's Low Vision Clinics. After reviewing information from numerous sources and making detailed plans, four NCECBVI students took part in a Low Vision Clinic 'pilot' in the spring of 2021.

A new optometrist from Lifetime Vision Center, Dr. Kyle Peter, met with the team early in the spring semester to learn about the revised structure of the clinic, then provided a vision assessment for each student on the day of the clinic. In addition to the vision exam, each student participated in assistive technology and low vision exploratory activities, accompanied by their teacher of the visually impaired and a parent. The exploration tasks were individualized for each student and coordinated by the NCECBVI Assistive Technology Specialist and one of the O&M Specialists, who is also a Certified Low Vision Therapist.

The information gained in this 'trial' clinic will be used in future LVCs beginning next fall, as appointments will be made available for students throughout the state.

Psychological Evaluations, Functional Vision/Learning Media Assessments, O&M Assessments

Psychological evaluations for outreach were offered on-campus at NCECBVI during second semester. Functional Vision/Learning Media Assessments and Orientation and Mobility Assessments were provided as an outreach service throughout the year and were completed at the students' local districts.

3 students completed a Psychological Evaluation from:

Grand Island
Kearney
Neligh-Oakdale

6 students completed a Functional Vision/Learning Media Assessment from:

Gretna

10 students completed an Orientation and Mobility Assessment from:

Beatrice
Crete
Exeter-Milligan
Grand Island
Papillion-LaVista
Syracuse-Dunbar-Avoca
Rock Port, MO

Categorization by age:

- Students ages birth-age 3: 0
- Students ages 3-5: 3
- Students ages 5-21: 16

Consultation Services

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides consultation, advisory, and technical assistance for students, families, educators, local education agencies, and educational service units on a statewide basis.

The Center:

- Assists local education agencies in assessing a child's needs and makes appropriate educational recommendations
- Facilitates student-family networking
- Provides classroom, community, and/or home observations
- Provides ongoing support and information for students, parents, and educators
- Works cooperatively with parents, local school district personnel, and others to implement appropriate educational programs and services
- Participates in multi-disciplinary team, individual education planning, individual family service planning, and individual program planning meetings
- Assists with statewide initiatives



Mentoring

NCECBVI offers mentoring for teachers of the visually impaired and orientation and mobility specialists. This can be of particular benefit for new staff, individuals who have returned to a TVI or O&M position after recently working in another capacity, or an individual who is in need of assistance in a particular area(s). The NCECBVI Outreach Consultant/Mentor(s) provides support, encouragement, and assistance to help individuals gain confidence and learn skills to effectively provide services to students with visual impairments.

3 individuals participated from:

ESU 6
ESU 13
North Platte

Outreach Consultation

Outreach staff provide consultation to local districts upon request which may include review of student background information, observations in a variety of environments, conversations with staff and families, and recommendations for student programming.

**1 district/ESU received Outreach Consultation services from
Grand Island**

Transition Consultation

NCECBVI's Transition Specialist offers consultation to students, teachers of the visually impaired, school district staff, and families. These consultations are individualized to meet the specific transition needs of the students and parents as well as the needs of the school districts and ESUs.

**1 district/ESU received Transition Consultation services from:
Wayne**

Direct Service

During the 2020-2021 school year, NCECBVI provided direct services from teachers of the visually impaired and certified orientation and mobility specialists to several schools within the ESU 4 area. NCECBVI also contracts with several districts and ESUs in other areas of the state to provide direct services.

44 students received services from 23 districts:

ESU 2

Ashland-Greenwood
Oakland-Craig
Wahoo/Bishop Neumann

ESU 5

Beatrice
Fairbury
Freeman
Southern

ESU 3

Gretna
Papillion-LaVista

ESU 6

Crete
Exeter-Milligan
Norris
Raymond Central

ESU 4

Auburn
District OR 1: Palmyra/Bennet
Falls City
Lewiston
Pawnee City
Sterling
Syracuse-Dunbar-Avoca

Grand Island

North Platte

Rock Port, MO

Categorization by age:

- Students ages birth-age 3: 0
- Students ages 3-5: 5
- Students ages 5-21: 39

NCECBVI staff participated in 40 MDT and/or IEP/IFSP meetings in 22 districts:

Auburn	Lincoln
Beatrice	Norris
Crete	Oakland-Craig
District OR1—Palmyra/Bennet	Papillion-LaVista
Exeter-Milligan	Southern
Fairbury	Sterling
Falls City	Syracuse-Dunbar-Avoca
Freeman	Wahoo/Bishop Neumann
Grand Island	Wayne
Gretna	Lewiston

Council Bluffs, Iowa
Rock Port, Missouri

Professional Development and Training

The Nebraska Center for the Education of Children who are Blind or Visually Impaired provides and coordinates staff development opportunities statewide for educators, related service providers, parents, and agency personnel as needs are identified. In addition, the University of Nebraska-Lincoln, in cooperation with the Nebraska Department of Education, the Kansas State School for the Blind, and the Nebraska Center for the Education of Children who are Blind or Visually Impaired, offers an endorsement program for teaching the blind and visually impaired.

The Center:

- Supports the UNL Vision Endorsement Program
- Provides training for regular and special educators, related service providers, and agency personnel
- Provides training opportunities for parents, families, and caregivers
- Provides statewide staff development opportunities for teachers of the visually impaired
- Seeks funding for teachers to receive certification in orientation and mobility



Fall Foliage Conference

NCECBVI hosted their annual Fall Foliage conference in October which this year was held over Zoom. The presenter was Robbin Clark from the Utah School for Blind focusing on “The 21st Century Teacher’s Guide to Lesson Planning: How to Incorporate ECC and More for an Effective Learning Plan for Students.” The workshop provided information about educational and assistive technology that can be utilized by students who are blind or visually impaired as well as how to focus lesson plans on instructional strategies for successful and effective teaching.

25 individuals participated from:

Bellevue	Hastings
ESU 1	Lincoln
ESU 2	Millard
ESU 3	NCECBVI
ESU 6	Norfolk
ESU 8	North Platte
ESU 10	Omaha
ESU 13	Private Provider
Falls City	Wood River
Grand Island	

Mantis Q40 Training

Humanware partnered with APH to create a new product for students this year, called the Mantis Q40. A training was held in the fall for TVIs, to learn more about the product.

9 individuals participated in this workshop from

ESU 3	Millard
ESU 6	NCECBVI
ESU 9	Norris
ESU 13	

Statewide TVI/O&M Meetings

Statewide Zoom meetings for TVIs and O&M instructors were held throughout the year. Discussions were held around numerous topics including: instructional strategies for students both in-person and remotely, assistive technology, progress monitoring, NIRC, Federal Quota, Deaf-Blind Child Count, Babies Count, NDE Eligibility Guidelines, summer activities, and a tentative calendar of events for NCECBVI in the 2021-2022 school year.

No meeting was held in August.

September= 34 participants

October= 29 participants

November= 22 participants

December= 30 participants

January= 17 participants

No meeting was held in February.

March= 41 participants

April= 27 participants

No meeting was held in May.

TVIs and O&M Instructors participated from the following districts/ESUs:

Bellevue	Lincoln
ESU 1	McCook
ESU 2	Millard
ESU 3	NCECBVI
ESU 5	Nebraska Department of Education
ESU 6	Norfolk
ESU 7	North Platte
ESU 8	Ogallala
ESU 9	Omaha
ESU 10	Papillion-LaVista
ESU 13	Private Providers
Falls City	University of Nebraska-Lincoln
Fremont	Wood River
Grand Island	Yutan
Hastings	

ESU 4 Accreditation

In August, the NCECBVI Go-To Crew participated in the ESU 4 Team Retreat with other department leaders to review data from the previous school year and create action plans for the current year. During this time, the group organized information for the upcoming Cognia accreditation review. Then, ESU 4 welcomed members of a Cognia accreditation team made up from individuals around the state and U.S. during the week of September 28-October 1. This review takes place every 5 years as part of the school accreditation process. In preparation for the review, NCECBVI's Director of Programs met weekly with the ESU 4 Administrator and ESU 4 Teaching and Learning Team Director to organize data, upload documentation, and create the accreditation team schedule.

Following a remote visit to the ESU 4 area in September, the Cognia review team provided a verbal summary of their initial findings in early October, followed by a full written review in December. A few of the comments shared by stakeholders specific to NCECBVI included, "grateful for the work they do," "best of the best," and "they give us hope."

Duxbury Workshops

A series of three webinars were offered to braillists and teachers of the visually impaired in fall focusing on the topic, “Duxbury Tricks of the Trade,” presented by Kyle DeJute from the National Braille Association. Helpful hints and how-to’s and about this translation software were provided throughout the workshops.

16 individuals participated in these workshops from:

Ashland-Greenwood	Millard
Bellevue	NCECBVI
ESU 6	Wausa
Fremont	Wood River
Lincoln	
	Heartland AEA, Iowa

Mandt

In August, one of NCECBVI’s staff members participated in training for the Mandt System. After completing the 4-day intense training, one of the O&M specialists became certified to provide future training to NCECBVI staff. Two additional members of the NCECBVI staff attended an intensive week of Mandt training in February; one of them was an O&M Specialist and the other was the Physical Therapist. The Mandt program is designed to de-escalate behaviors for students and intervene physically if needed. The team of NCECBVI trainers then provided training for all center-based and residential staff in March, leading to several staff members earning their Mandt certification.

ESU 4 Planning Region Team

One of the NCECBVI Outreach Consultants is a member of the ESU 4 Planning Region Team. The PRT is an interagency group that is made of up professionals, families, agencies, and others who represent students ages birth-3 and promote the services of the Early Development Network. In addition to service coordinators reviewing data of the families served and new referrals, the group discussed gaps and barriers. It was noted that A&D waivers continue to be time consuming and changing rapidly, childcare has been problematic in some areas, and communication in general has been difficult during this COVID year, as various districts and communities have had different restrictions. The group voted on being able to support family attendance to the ASD conference and small groups discussed how to get families more involved and aware of programs associated with EDN/Early Intervention. In April, the team met for their annual meeting.

Babies Count

Nebraska is now contributing to the Babies Count database, which identifies infants and toddlers in the state who have vision loss and collects information such as etiology of vision loss, services provided to the family, and more. Data for Babies Count was contributed by teachers of the visually impaired who submitted this information to NCECBVI. Staff then entered the information into a national database, although all data was kept strictly confidential and personally identifiable information was not shared.

APH EPAC

NCECBVI’s Director of Programs was selected to serve on the APH ESAC (Educational Services Advisory Committee) team this year, which was presented in a virtual format over several days. During this time, Ex-Officio Trustees gained in-depth knowledge about APH programs and services, and were able to provide feedback and input for future operations at the American Printing House for the Blind.

Spring Fling Conference

NCECBVI hosted their annual Spring Fling conference on March 17, which was held over Zoom this year. “Creating Assistive Technology for Low Incidence Populations: A Virtual Hands-On Workshop” was presented by Therese Wilkomm, Director of New Hampshire’s State AT Program with the Institute on Disability at the University of New Hampshire (UNH) and clinical professor in the Department of Occupational Therapy. Dr. Wilkomm demonstrated how hundreds of assistive technology solutions can be made in minutes using ordinary items in extraordinary ways. Each participant received a kit of tools and materials to make different assistive technology solutions to support students who have visual impairments in addition to communication, intellectual, and/or physical disabilities.

52 individuals participated from:

Bellevue	Hastings
ESU 2	McCook
ESU 3	Minden
ESU 5	NCECBVI
ESU 6	Norfolk
ESU 7	North Platte
ESU 8	Ogallala
ESU 9	Omaha
ESU 10	Private Provider
ESU 13	Westside
Grand Island	Wood River

Staff Presentations

As part of NCSA’s Administrator Days and NDE Day in July 2020, NCECBVI’s Campus Administrator co-presented a session to school administrators statewide about Nebraska City’s Community-Wide Safety Committee. Representatives from NCECBVI/ESU 4, Nebraska City Public Schools, Lourdes Central Catholic School, Otoe County Emergency Management, Otoe County Sheriff’s office, Nebraska State Patrol, and St. Mary’s Community Hospital were in attendance.

At the statewide Nebraska Paraeducator Conference in November, a teacher and para from NCECBVI presented a session titled, “There’s More to Being a Paraeducator! Strategies for Working with Students with Multiple Disabilities.” This session was planned collaboratively and delivered at the conference remotely due to the pandemic.

The Campus Administrator and Director of Programs met with the Omaha Public Schools vision team, supervisor, and assistive technology specialist in January. During this time, they discussed the importance of the Federal Quota census, Babies Count database, Deaf-Blind Child Count, updates from NIRC, and the tentative summer calendar.

NCECBVI’s Director of Programs joined the ESU 10 special education staff meeting on March 30 via Zoom. Information was shared with nearly 100 participants about the programs and services offered at NCECBVI. The TVI and O&M programs offered through the University of Nebraska-Lincoln were highlighted during the presentation.

This spring, the Director of Programs presented to the Grand Island special education staff during two of their Zoom staff meetings. During this presentation, information was shared about the programs and services offered at NCECBVI. In addition, details about the UNL programs for TVIs and O&M instructors were shared, in an effort to gain interest in the field.

The Director of Programs attended a Lincoln Public Schools vision team staff meeting in the spring. The conversation focused on the restructuring of the Low Vision Clinic, in addition to discussing upcoming workshops and training opportunities.

In May, the Campus Administrator hosted the Metro area NASES meeting via Zoom. In addition to a virtual tour of NCECBVI being shared, this group of administrators discussed current topics in special education, honored retirees, and welcomed new directors for the upcoming school year.

The Director of Programs participated in national Babies Count meetings throughout the year, along with other state representatives, and during the May meeting, presented information specific to how Nebraska is collecting Babies Count data.

In June, the Director of Programs presented information about NCECBVI to the iCanConnect Coordinator and a group from the Assistive Technology Partnership. An overview of the programs and services offered at NCECBVI was provided, along with a virtual tour of the school.

Staff Participation in Workshops/Training

NCECBVI's Assistive Technology Specialist and Director of Programs met with the Eschenbach representative via Zoom to learn about new products specific to individuals with low vision.

The residential staff participated in online training classes from Hadley which focused on independent living skills, one of the nine areas of the Expanded Core Curriculum (ECC).

NCECBVI's Assistive Technology Specialist participated in an individual training session with ObjectiveEd staff, then shared information with various staff members. Materials from ObjectiveEd have been helpful in working with students who are blind and visually impaired for remote learning. Objective Ed is a digital curriculum designed for use with students with disabilities and includes tools to assist teachers and others to collect data and track progress. This program has also been used by NCECBVI's O&M Specialists throughout the school year.

Both of NCECBVI's Certified Orientation and Mobility Specialists participated in the Southwest Orientation and Mobility Association Conference this fall, titled "Zooming into the Future." Numerous sessions were offered on various topics during this virtual workshop.

NCECBVI administrators and NIRC staff participated in the APH Annual Conference in October which was presented entirely in a virtual format over several days. Sessions were held on a variety of topics ranging from new products to the unveiling of a professional development network hosted by APH, and more.

The Campus Administrator was invited to participate in the Results Driven Accountability workshop that was hosted by the Nebraska Department of Education.

NCECBVI administrators participated in the annual Tri-State Law Conference in November. Due to the pandemic, this conference was held in a remote environment.

NCECBVI's Assistive Technology Specialist participated in the annual ATIA (Assistive Technology Industry Association) conference, which was held virtually this year. A variety of sessions were offered that highlighted new devices and products. A strand of sessions specific to sensory disabilities was offered this year and by attending, new technologies specifically for students who are blind or visually impaired were shared.

Both of NCECBVI's Certified Orientation and Mobility Specialists participated in the O&M International Symposium in January, titled "Zooming into the Future." Numerous sessions were offered on various topics during this virtual workshop. Sessions were recorded and made available for viewing throughout the spring.

The NCECBVI Assistive Technology Specialist participated in a training focusing on CVI Complexity. Cortical Visual Impairment is the #1 etiology of visual impairments in Nebraska and in the United States. Students with CVI currently attend NCECBVI, with several more being served through outreach.

The NCECBVI Transition Specialist participated in the statewide Transition Conference held in February. During this workshop, numerous sessions were offered focusing on helping students create their paths to independence as well as suggestions for ways to support students' plans for their future.

In February, NCECBVI staff met with the Nebraska Commission for the Blind and Visually Impaired staff via Zoom. Student updates were provided, including plans for upcoming graduates and summer work experiences. Information about programs and services from both agencies were also shared.

NCECBVI administrators worked closely with the Nebraska Department of Education and the University of Nebraska-Lincoln to revise the VI Eligibility Guidelines document. Additionally, invited TVIs from around the state participated in a discussion about the proposed revisions.

Several NCECBVI staff members were able to take part in this year's State Autism Conference. Offered virtually again this year, members gained information about instructional strategies and ideas for programming for students. Some of the students at NCECBVI are identified as having autism, in addition to their visual impairment.

NCECBVI utilized online training from Master Teacher for paraeducators and residential assistants. There are numerous sessions for staff to take part in, and completion of courses can be documented on individual transcripts. This training will continue in the 2021-2022 school year.

In April, the NCECBVI Principal hosted the Level III Program meeting on campus. This group is made up of administrators and coordinators from several Level III programs in Nebraska. During this time, they communicate information about their programs and facilitate discussions regarding shared topics.

In April, an All-ESU 4 meeting was held in morning at NCECBVI. Employees attended various sessions about technology and the Cognia accreditation cycle. In the afternoon, NCECBVI staff and others welcomed Mark Fritch, Superintendent of Nebraska City Public Schools, as he shared information about current state of the district and the need for the community to understand its status moving forward.

NCECBVI's Go-To Crew, along with the ESU 4 Leadership Team, participated in a 2-day Data Retreat in May. On day one, teams reviewed and analyzed data from the current school year. On the second day, teams created action plans and identified priority programs for the upcoming school year.

In June, the Campus Administrator, Director of Programs, and numerous staff from ESU 4 area schools, participated in workshops developed by Jim Knight, focusing on "Better Conversations" and coaching. This training was held on the Peru State College campus.

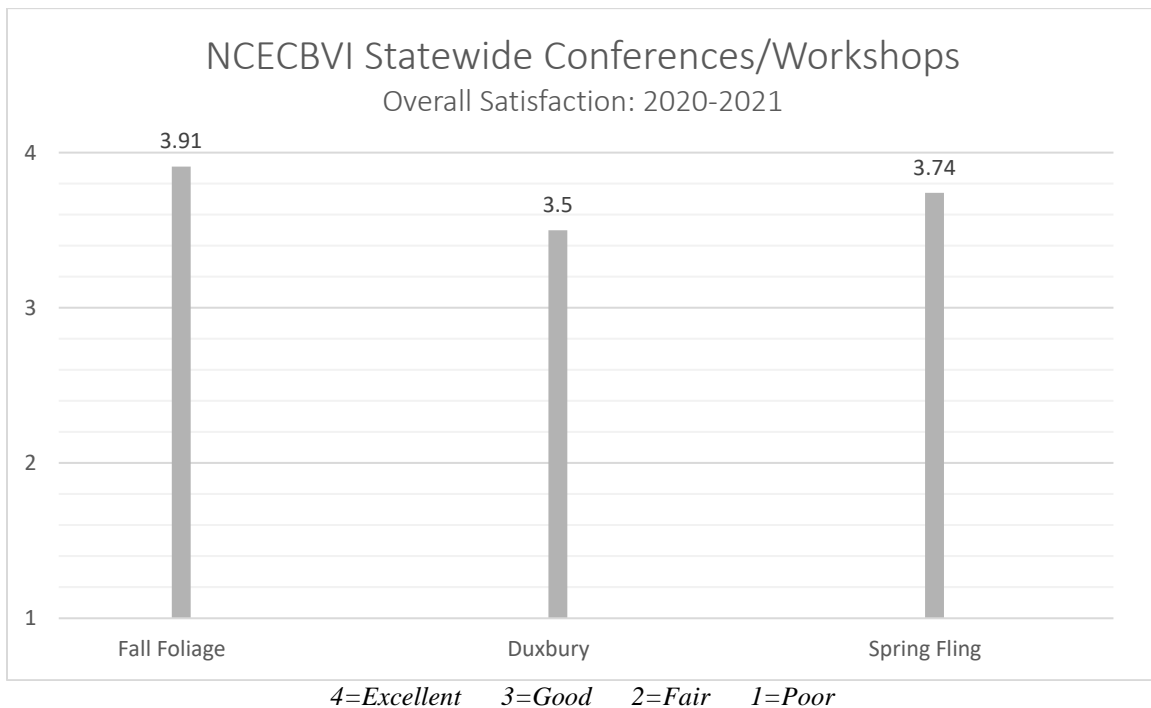
The Campus Administrator regularly attended the ESPD meetings, offered this year via Zoom. This is made up of ESU Special Education Directors who discuss pertinent topics in the field.

Both the NCECBVI Director of Programs and Principal attended regular meetings for Ex-Officio Trustees (EOT) for the American Printing House for the Blind. These meetings were held over Zoom nearly every other week and gave the chance for APH to share information about their programs and services, while at the same time offering opportunities for EOTs to ask questions and share input.

NCECBVI administrators have taken part in several webinars and workshops sponsored by the Council of Administrators of Special Education (CASE) throughout the year. These webinars have focused on legal aspects of special education, remote learning, and legislative updates, and MIPS.

The Campus Administrator participated in a number of meetings and trainings this school year including the NDE Commissioner/Governor Zoom meetings, NDE monthly special education director calls, regional NASES meetings, 309 Task Force procedures webinar, KSB webinars, and the Emergency Management Webinar which focused specifically on preparedness when working with individuals with disabilities.

Additional professional development workshops NCECBVI staff participated in this year included: My VRSpot training, Maximizing Engagements with Students with Visual Impairments webinars, and a Mobile Wayfinding Webinar.



During the 2020-2021 school year, NCECBVI collected data about how many teachers of the visually impaired and brailleists are currently in Nebraska and of those, how many participated in an NCECBVI-sponsored activity, whether on-campus or remotely.

- Of the 66 active TVIs, 60 participated in at least one activity with NCECBVI, equaling 91%.
- Of the 22 active brailleists, 10 participated in at least one activity with NCECBVI, equaling 45%.

Nebraska Deaf-Blind Project

NCECBVI serves as the fiscal agent for the Nebraska Deaf Blind Grant.

The Deaf-Blind Summer Institute was held via Zoom on July 9-10, 2020. On the first day of the training, Dr. Susan Bashinski returned to the Institute with a presentation titled, “The Foundation for Communication Exchange: Practical Strategies for Communication Development and Emergent Literacy.” On day two of the workshop, Dr. Ting Siu led the presentation/discussion, “Assistive Technology for Students with Multiple Disabilities including those with Deaf-Blindness.”

103 individuals participated from

Bellevue	Ogallala
District OR 1—Palmyra/Eagle	Omaha Music Therapy
Elkhorn	Papillion-LaVista
ESU 1	Private Provider
ESU 3	Scottsbluff
ESU 5	SE NE Reg. Prgm for Deaf/HoH
ESU 6	University of NE—Kearney
ESU 7	University of NE—Lincoln
ESU 8	West Holt
ESU 9	Wilbur-Clatonia
ESU 10	York
ESU 13	Yutan
Fremont	
Gering	Helen Keller National Center
Gordon-Rushville	Iowa School for the Deaf
Grand Island	Kansas State School for the Blind
Grand Island Northwest	
Hastings	Hiawatha, KS
Kearney	Hutchinson, MN
Lincoln	Lindstrom, MN
McCook	McCune, KS
Metro Reg. Prgm for Deaf/HoH	Minneapolis, MN
Millard	Rochester, MN
NCBVI	South Jordan, UT
NCECBVI	Topeka, KS
NDE	Valley City, ND
Nebraska City	
Norfolk	
Northwest	

As part of the follow-up from the 2020 Deaf-Blind Summer Institute, consultation with Norfolk Public Schools continued throughout the year regarding a specific student and her programming. Dr. Ting Siu from San Francisco State University met virtually with Project staff, along with the TVI and teacher of the deaf from Norfolk Public Schools, to provide feedback and suggestions that supported student achievement.

Again in the summer of 2021, the Annual Deaf-Blind Summer Institute was held as a two-day training via Zoom. Dr. Ting Siu from San Francisco State University and Bruce McClanahan from the Washington State School for the Blind presented information about assistive technology and students with multiple disabilities, including those with deaf-blindness.

49 individuals participated from

Bellevue	NCECBVI
ESU 1	Nebraska City
ESU 3	NE Commission for the Deaf/Hard of Hearing
ESU 5	NE Department of Education
ESU 6	NE Regional Program for the Deaf/Hard of Hearing
ESU 8	Norfolk
ESU 13	Ogallala
Grand Island Northwest	University of Nebraska-Lincoln
Hastings	York
Lincoln	
McCook	Central Rivers AEA, Iowa
Millard	Iowa Educ Services for the Blind/Visually Impaired Iowa School for the Deaf

SKACD #613, Kansas

Throughout the school year, the Project Coordinator participated in interagency meetings, along with the Project Director in addition to the Nebraska Commission for the Blind and Visually Impaired, Nebraska Commission for the Deaf and Hard of Hearing, Helen Keller National Center, Nebraska DHHS, and the Nebraska Assistive Technology Partnership.

The Project Coordinator and Director worked closely with staff from the Iowa Deaf-Blind Project and the cooperating states of Missouri, Wisconsin, Illinois, Indiana, Minnesota, Ohio, Oklahoma, and Michigan, to plan for and implement the summer Midwest Transition Institute, which was held remotely in July. Two students from Nebraska participated in this activity, along with ten students from other states.

Other Notes of Interest

Positive Partnerships with Schools Locally, Statewide, and Nationwide

NCECBVI has strong relationships with school districts, agencies, other schools for the blind, and the University of Nebraska-Lincoln. Examples of partnerships during 2020-2021 include:

- The Campus Administrator, Director of Programs, and Principal participated in regular meetings regarding the COVID pandemic and its impact on schools. Those included various Zoom meetings with the Nebraska Department of Education (including Launch Nebraska), NCSA, NASES regions statewide, NDE/Governor joint meetings, webinars from KSB Law, CASE webinars, MTSS webinars, and ESPD Zoom meetings, EOT Trainings arranged by the American Printing House for the Blind, and Zoom meetings presented by the ESU 4 Special Education Director.
- The NCECBVI News was shared with local school districts, families, and staff twice each month. Included in this newsletter was a ‘student spotlight,’ updates from each class, and information from the residential program.
- The Principal was in frequent communication with all local school districts of students served by NCECBVI to ensure appropriate support for instruction, special education compliance including progress monitoring, and to make initial plans for students to return to school in the fall. The Principal worked closely with all staff to make plans for remote learning, which occurred briefly in November due to COVID.
- NCECBVI’s Campus Administrator participated in weekly Zoom meetings with ESU 4 area superintendents.
- NCECBVI’s Transition Specialist was a member of the Metro Transition Practitioners group.
- One of NCECBVI’s outreach consultants participated in a UNL Writing Project student with a student on her caseload.
- NCECBVI’s Director of Programs was a guest speaker for a UNL class for future teachers of the visually impaired, to discuss APH products and the Nebraska Instructional Resource Center.
- In October, the Nebraska City High School Student Council provided Halloween treats for NCECBVI students.
- In Gretna, one of the NCECBVI Outreach Consultants participated in a team meeting with teachers led by a representative from Apple, to learn about accessibility features.
- One of the NCECBVI O&M Specialists worked with a local district TVI in Papillion-LaVista to provide students with trips to the mall, practicing their O&M transportation skills using a variety of options including a cab, Uber, and city bus.
- In Exeter-Milligan, one of the NCECBVI O&M Specialists provided opportunities for peer coaching using O&M strategies.
- One of the NCECBVI O&M Specialists provided staff training to a district focusing on Batten’s Disease. The presentation included information about the specifics of the disease, anatomy of the eye and its function, how to help the student cope with vision loss, and O&M basic techniques.
- In Syracuse-Dunbar-Avoca, one of the NCECBVI outreach consultants worked with a classroom teacher to have their entire class focus on art projects that were tactual, in an effort to include the students with visual impairments in the classroom as they prepared materials to submit for the APH InSights art competition.
- An informal consultation with an SLP from Blair occurred this year, with the SLP from NCECBVI providing several resources and ideas for assessments/evaluations.
- The Campus Administrator participated in regular Zoom meetings with the ESU 4 Leadership Team.
- One of the NCECBVI O&M Specialists taught elementary students how to play beeping baseball, at both Freeman Public Schools in Nebraska, and Rock Port, Missouri schools.

- The O&M Specialist serving Falls City planned for and accompanied a senior to Nebraska Wesleyan University in Lincoln for a campus tour. While there, the group met with a successful college student who is blind, who was able to share her experiences with this student to assist with the transition to post-secondary education.
- At Norris, one of the O&M Specialists assisted a student with participation in the school musical.
- NCECBVI's Transition Specialist completed an informal consultation with a TVI from Minden.
- The Campus Administrator and Director of Programs met with UNL Professors Dr. Mackenzie Savaiano and Eric Caruso to discuss their programs, opportunities for partnerships, and to learn about students newly enrolled in their programs.
- The Director of Programs met informally with the ESU 13 special education director and their teacher of the visually impaired, to discuss caseloads and mentoring for the upcoming school year.
- In July, the NCECBVI Campus Administrator hosted a meeting for students new to the UNL TVI and/or O&M Program(s). Following the meeting, students were able to observe and assist with NCECBVI's summer camp, which was held simultaneously.
- Members of the NCECBVI staff are a part of the ESU 4 safety committee that meets on a regular basis throughout the school year.

Positive Partnerships with Community

- NCECBVI's Campus Administrator actively participated in meetings with the area Health Department and presented to the group in August. The Health Department provided guidance for re-opening school in the 2020-2021 school year.
- In response to the pandemic, a close partnership with NCECBVI, Nebraska City Public Schools, Lourdes Central Catholic, and St. Mary's Hospital continued throughout the year, with meetings held frequently via Zoom.
- The Campus Administrator and Director of Programs met with the administrator and coordinator of Outlook Nebraska to discuss ideas to partner/collaborate in future events.
- NCECBVI continued a positive partnership with Peru State College by inviting their education students to apply to work as substitutes in both the center-based and residential programs.
- The Campus Administrator worked closely with the State of Nebraska 309 Task Force to prepare for and begin the next construction project at NCECBVI. This included frequent tours of the building and numerous planning meetings throughout the school year, with contractors beginning the project in spring, replacing all the doors and updating designated restrooms.
- The Nebraska Commission for the Blind and Visually Impaired became the first state agency to obtain a statewide site license for the Sci-Voice Talking LabQuest (TLQ) product, a science access tool made available for K-12 schools. NCECBVI partnered with the Commission to house the science kits and have them available for check-out as a part of the NIRC inventory.
- Lifetime Vision Center in Nebraska City requested materials from NCECBVI to display and disseminate to community members on World Braille Day.
- NCECBVI took part in Nebraska City's "One Book, One Community" effort. All students participated in reading the book *Matilda* and completed activities that corresponded with the book, planned by classroom teachers and the Principal.
- As part of a new partnership for Low Vision Clinic, the Campus Administrator gave a tour of NCECBVI to the new optometrist, Dr. Kyle Peter, from Lifetime Vision Center in Nebraska City.
- The Campus Administrator participated in the Region V PEC meetings.
- The Campus Administrator is a member of the Nebraska City Rotary Club.
- As part of a partnership with all Nebraska City Schools and coordination with St. Mary's Hospital, NCECBVI employees were able to receive their COVID-19 vaccines in March and April.
- In an effort to promote safety throughout the Nebraska City community, the Campus Administrator and Principal were actively involved in city-wide safety meetings this school year, which included members

of the local Fire Department, Police Department, Nebraska City EMS, public and private schools, St. Mary's Hospital, Otoe County Health Department, and Otoe County Emergency Management.

- As a project of this committee, NCECBVI staff joined Nebraska City community members as they participated in a joint 'Emergency Operation Plan (EOP)' two-day training in June.
- At the end of June, several NCECBVI staff members, along with area school districts and community members, attended a "Farewell to the ESU 4 Building" opening house in Auburn.
- The Nebraska City Community Foundation recognized all community educators and healthcare workers for their work during the pandemic by parading to each location and giving a plaque of recognition.
- The Campus Administrator mentored a student from Doane College, as she is a future school leader and working to complete a diversity requirement for her program. During this collaboration, the student learned about the highly specialized programs offered at NCECBVI and Level III special education programs.

Vision Stakeholder Team

NCECBVI and the Nebraska Department of Education gather input on a regular basis regarding the programs and services for children with visual impairments in Nebraska through the Vision Stakeholder Team. This team is comprised of parents, consumers, school administrators, teachers, and other interested agencies and organization representatives in Nebraska. The Vision Stakeholder Team typically meets at NCECBVI one time per school year, however this year due to COVID restrictions, the meeting was not held.

2020-2021 NCECBVI Theme

"NCECBVI is Out of Sight! You may be thinking, but 20/20 is perfect sight, so how is the school year going to be 'out of sight?' When you look up 'out of sight,' you find descriptions like fantastic, marvelous, exceedingly high, and excellent. We want NCECBVI's 2020-2021 school year to be an experience like no other, and simply put, it is "Out of Sight!" Ideas related to this theme were implemented into staff meetings, building decorations, and various activities with students.

Final Thoughts

Sally Schreiner, Campus Administrator, noted these accomplishments in her last all-staff email of the 2020-2021 school year, which clearly defined a successful school year, despite the challenges of the pandemic:

"Thanks to each and every one of you. We were challenged this year and we prevailed!

- Our facility was continuously cleaned.
- Our staff stayed vigilant in mask wearing and distancing as much as possible.
- Aside from COVID-related absences, our staff and student illnesses were less and attendance improved.
- We were 'in person' for instruction over 93% of our scheduled school calendar.
- Our students made gains and improvements in their skills.
- Our outreach staff traveled and provided in-person services statewide safely.
- New remote options for services and instruction were created and successful (statewide Zoom meetings, virtual conference, outreach TVI mentoring, homebound instruction for a student).
- We continued our statewide outreach student programs, Braille Challenge and Cane Quest.

The list could go on and on. I am extremely proud of the NCECBVI staff and how we pulled together and conquered. A job well done. Thank you. Thank you. Thank you."



PROPOSED AGENDA ITEM RATIONALE

DATE: August 24, 2021

TO: Matthew L. Blomstedt, Ph.D.
Commissioner of Education

FROM: Melody Hobson

RATIONALE/BACKGROUND INFORMATION: The Nebraska Department of Health and Human Services (DHHS) Division of Children and Family Services has been designated by the Governor of Nebraska as the State Lead Agency for the Child Care and Development Block Grant (CCDBG) (45 C.F.R. 98.et seq).

At the September 2020 meeting, the State Board of Education authorized the Commissioner to approve an agreement with DHHS for the NDE to use \$3,534,839 from the federal fiscal year (FFY) 2020 for training and other related activities to improve skills of early childhood education and care providers across Nebraska.

The DHHS is amending that agreement to provide an additional \$300,000 from the FFY 2020 of the Child Care and Development Block Grant to the NDE Office of Early Childhood for training, technical assistance, and other support efforts for programs eligible to participate in Step Up to Quality.

PROPOSED BOARD MEETING (MONTH/YEAR): The State Board authorized the Commissioner to enter into an agreement with DHHS for the use of \$3,534,839 of Child Care and Development Fund from FFY2020 at the September 2020 board meeting.

ESTIMATED COST: An additional \$300,000 of federal funds being provided to the NDE.