

**Homer Community School District**  
*Committed to excellence, inspiring greatness, exceeding expectations*  
Board of Education  
Tuesday, April 14, 2026  
7:00 PM

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**Agenda**

- I. **Opening the Meeting**
  - A. Call Meeting to Order and Notification of Open Meeting Law
    - i. Posted in the room
    - ii. Publication of Meeting was provided according to 84-1411
  - B. District Mission Statement:
- II. **Board Member Roll Call**
- III. **Pledge of Allegiance**
- IV. **Excuse Absent Board Members**
- V. **Approval of the Agenda and changes to the Agenda**
- VI. **Consent Agenda**
  - A. Approval of Minutes from the March regular meeting
  - B. Approve claims and accounts
  - C. Approve resignations
- VII. **Public Comment**
- VIII. **Information Items: Reports**
  - A. Administrator reports
  - B. Superintendent report
  - C. NRCSA Report

## IX. Discussion Items

- A. Academic Content Standards for reading, writing, mathematics, science, and social studies
- B. 2026-27 Professional Development Plan
- C. Legislative Update
- D. Summer Maintenance
- E. Ag Update
- F. Review ELL Program
- G. Valedictorian and Salutatorian
- H. Scheduling Update
- I. Virtual High School Update

## X. Action Items

- A. Consider, discuss, and take action to approve the class of 2026 graduation list
- B. Consider, discuss, and take action to accept contract renewals for certificated staff
- C. Consider, discuss, and take action to approve the Mid year policy updates

## XI. Next Meeting

## XII. Adjournment

### **NOTICES:**

**COPY OF OPEN MEETINGS ACT:** The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public.

**CHANGES TO ORDER OF AGENDA:** The Board will generally follow the sequence of the published agenda but may change the order of items when appropriate and may elect to take action on any of the items listed.

### **PROCEDURES FOR PUBLIC COMMENT:**

**Getting Started:** When you have been recognized, please stand and state your name.

**Time Limit:** You may speak only one time and must limit your comments to 5 minutes or less. The total time allotted for Public Comment is 30 minutes. **At the Board's discretion, individual and total comment time may be extended.**

**Personnel or Student Topic:** If you are planning to speak about a personnel or student matter involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at a Board meeting.

**General Rules:** Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated. **RECORDING OF MEETINGS:** The recording of open

sessions of Board of Education meetings by the public is permissible according to section 84-1412 (Meetings of public body; rights of public; public body; powers and duties) of Nebraska law. Any public body may make and enforce reasonable rules and regulations regarding the recording of meetings. In accordance with section 84-1410, the recording of closed sessions is not permissible. Board Policy 204.12 and Administrative Regulation 204.12R describe how members of the public may participate in Board of Education meetings and use recording devices. The recording of any part of Board of Education meetings is permissible, except for closed sessions. No recording, other than note taking, shall be done without informing the president in advance. The president has the right to control the placement of the recording device so the device does not obstruct the view of board members or other members of the public attending the meeting and does not otherwise interfere with the meeting. CLOSED SESSION: The Board may go into closed session for the protection of public interest or prevention of needless harm to an individual.

MINUTES OF REGULAR MEETING  
BOARD OF EDUCATION  
HOMER COMMUNITY SCHOOL  
Tuesday, March 10, 2026

A meeting of the Board of Education of Homer Community School was convened in open and public session on Tuesday, March 10, 2026 at 7:00 PM in the Library at Homer Community School, Homer, Nebraska. The following board members were present or absent:

Byron Hall: Present, Ryan Harris: Present, Samantha Johnson: Present, Tyler Kirkholm: Present, Dr. Kristina Nelsen: Present, Paul Tighe: Present.

Administration present: Superintendent Dr. Joseph Lefdal, Principal Abbie Uhl, Principal Jake Brand, and Board Secretary Amy Brand

Visitors present: Several

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

I. Opening the Meeting

I.A. Call Meeting to Order and Notification of Open Meeting Law

I.A.i. Posted in the room

I.A.ii. Publication of Meeting was provided according to 84-1411

I.B. District Mission Statement:

II. Board Member Roll Call

All members present.

III. Excuse Absent Board Members

IV. Approval of the Agenda

Motion was made by Samantha Johnson and seconded by Byron Hall to approve the agenda as presented. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

V. Consent Agenda

Motion was made by Ryan Harris and seconded by Dr. Kristina Nelsen to approve all items presented on the Consent Agenda. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr.

Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

V.A. Approval of Minutes from the February regular meeting

V.B. Approve claims and accounts

The board reviewed the district's budget, including a discussion of all major accounts. Current balances, spending trends, and projected expenditures were examined to ensure alignment with district priorities and financial responsibilities. Annual spending patterns were also reviewed to help guide planning and maintain responsible fiscal management moving forward.

VI. Public Comment

Comments were made on how well the lunch program is going.

VII. Information Items: Reports

VII.A. Teacher Report

This will be postponed until April's meeting.

VII.B. Administrator reports

Homer Community Schools continue to see strong engagement from students and families across the district, with high participation in recent parent-teacher conferences. At the elementary level, upcoming activities include NAEP testing for fourth grade, NAIA Youth Day for grades 3-5, a fourth-grade field trip to the Orpheum Theatre, and the annual Kids Heart Challenge fundraiser. Elementary staff have also selected the CKLA English Language Arts curriculum and will be visiting neighboring districts to observe implementation. At the secondary level, students are preparing for ACT and PreACT testing while also participating in music festivals, art shows, and spring athletics. The district will also host the District Speech Contest and recognize National Agriculture Week with student demonstrations and community activities.

VII.C. Superintendent report

An update was provided on current enrollment and attendance data. Trends and overall student attendance rates were reviewed as part of ongoing monitoring efforts. Information regarding student internship opportunities and potential partnerships to support career exploration and real-world learning experiences was also shared.

VIII. Discussion Items

VIII.A. Mid year policy updates 1st reading

Dr. Lefdal discussed different policy updates and how they tie in with Homer School. Policy updates will now come from NASB.

VIII.B. Legislative Update

Dr. Lefdal reviewed several Legislative Updates with the board.

IX. Action Items

IX.A. Consider, discuss, and take action to approve the transfer of \$80,000 to School Nutrition Fund from the General Fund for March through August.

The board considered, discussed, and took action to approve the transfer of \$80,000 from the General Fund to the School Nutrition Fund to support operations for the period of March

through August.

Motion was made by Tyler Kirkholm and seconded by Byron Hall to approve the transfer of \$80,000 to School Nutrition Fund from the General Fund for March through August. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

IX.B.Consider, discuss, and take action to approve the bid for \$64,392 for K-5 English Language Arts curriculum

Discussion was held regarding the new elementary curriculum. Dr. Lefdal and Mrs. Uhl shared their excitement about implementing the new program. It was also noted that elementary teachers were provided the opportunity to give input and participate in the decision-making process regarding the curriculum selection.

Motion was made by Dr. Kristina Nelsen and seconded by Ryan Harris to approve the bid for \$64,392 for K-5 English Language Arts curriculum. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Abstain (With Conflict), Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 5, Nay: 0, Abstain (With Conflict): 1

X.Next Meeting

The next meeting will be Tuesday, April 14th at 7:00 p.m.

XI.Adjournment

Motion was made by Dr. Kristina Nelsen and seconded by Samantha Johnson to adjourn the meeting at 7:35 p.m. On roll call vote the Board voted as follows: The motion carried

Byron Hall: Yea, Ryan Harris: Yea, Samantha Johnson: Yea, Tyler Kirkholm: Yea, Dr. Kristina Nelsen: Yea, Paul Tighe: Yea

Yea: 6, Nay: 0

Dated this Tuesday, March 10, 2026.

ATTEST:  
Dr. Kristina Nelsen  
Secretary

Dakota County School District #31R  
a/k/a Homer Community School  
BY: Paul Tighe, President

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 1	Fund Number 01	GENERAL FUND	
Appearra	1169041	Mop Supplies	152.62
Appearra	1169041,11-0001	Mop supplies	152.62
Appearra	V*1169041,11-0001	Mop supplies	(152.62)
Total Appearra			152.62
AT&T	04112026-0001	Long Distance	125.36
AT&T	041120260	Long Distance	125.36
AT&T	V*04112026-0001	Long Distance	(125.36)
Total AT&T			125.36
Bird, Darrian	03312026	March Mileage	396.64
Total Bird, Darrian			396.64
Blick Art Materials	7604649,7600166	railboard and matte board	221.61
Total Blick Art Materials			221.61
Century Link	04022026-0001	Long Distance	329.40
Total Century Link			329.40
Comfort Inn Kearney	80827704	State Speech and Class C Rooms	2,804.00
Total Comfort Inn Kearney			2,804.00
Dakota County Star	00974,00950	Publish Minutes and Notice	122.62
Total Dakota County Star			122.62
Dennis Supply Company	SC0002991227-001	Supplies	852.16
Total Dennis Supply Company			852.16
Eakes Office Solutions	751656,753-0001	Supplies	172.06
Eakes Office Solutions	755565-0001	Copier Service	1,087.28
Total Eakes Office Solutions			1,259.34
Electronic Engineering	883004426-1	Radio earpiece	214.96
Total Electronic Engineering			214.96
Fastwyre Broadband	1848718-0001	Monthly Fee	10.45
Total Fastwyre Broadband			10.45
First National Bank Omaha	04072026	Supplies	2,245.86
First National Bank Omaha	20260147	Bathroom Faucet Metering Valve (4 Pack)	99.99
First National Bank Omaha	20260148	Chair for Wright	82.56
First National Bank Omaha	20260157	Fuses for the scoreboard in the back gym	14.98
First National Bank Omaha	20260158	Misc	110.04
First National Bank Omaha	20260168	Pedal Bike Speed Sensor	18.05
First National Bank Omaha	20260171	autorama car show	190.00
First National Bank Omaha	2026072	Peavey 31466214 Hid Jack Nins W/ SPD	25.20
First National Bank Omaha	2026162	Marimba Trio - Ticking Tacos	29.00
First National Bank Omaha	2026167	Tardy Pass Books	109.70
First National Bank Omaha	2026170	tape	22.37
Total First National Bank Omaha			2,947.75
Fremont Tire	30017530	Bus oil change	146.11
Total Fremont Tire			146.11

Vendor Name	Invoice Number	Description	Amount
Gill Hauling	4656351T13-0001	trash removal	929.58
Total Gill Hauling			929.58
Hampton Inn - Kearney	1774027235	Conference Lodging-BoE	144.95
Total Hampton Inn - Kearney			144.95
Hillyard / Sioux Falls Branch	844958477	Supplies	261.40
Hillyard / Sioux Falls Branch	90074856	Paper Towels, Toilet Paper, Soap	8,859.57
Total Hillyard / Sioux Falls Branch			9,120.97
Holiday Inn - Kearney	112980	Hotel - Bus. Manager	149.95
Total Holiday Inn - Kearney			149.95
Homer School Activity Account	03172026	District Speech Fees	349.17
Total Homer School Activity Account			349.17
Houghton, Misty	03312026	March Mileage	84.36
Total Houghton, Misty			84.36
Instructional Planning Center	26-1094	Behavior health services	164.12
Total Instructional Planning Center			164.12
J & J Pronto	02282026-0002	Fuel	3,136.11
Total J & J Pronto			3,136.11
Jostens, Inc.	39375529	Caps/Gowns	1,414.00
Total Jostens, Inc.			1,414.00
JW Pepper & Son Inc	368391482,68395744	Scores and Concert Band Piece "wicked"	98.99
Total JW Pepper & Son Inc			98.99
L.B.P. Auto Repair, LLC	LBP1038	Mower Maintenance	80.00
Total L.B.P. Auto Repair, LLC			80.00
LaPointe, Winona	03312026	Nov-March Mileage	393.42
Total LaPointe, Winona			393.42
Lefdal, Joseph	04302026	Phone Reimbursement	300.00
Total Lefdal, Joseph			300.00
Matheson Tri-Gas, Inc.	33014153-0001	Shop Supplies	56.55
Total Matheson Tri-Gas, Inc.			56.55
Mcarthur Sheet Metal Works	54454	stair handrail replacement	1,700.00
Total Mcarthur Sheet Metal Works			1,700.00
Menards	84932	Supplies	194.84
Menards	85578	Lab/SkillsUSA Tools	473.88
Menards	86071	Supplies	32.45
Total Menards			701.17

Vendor Name	Invoice Number	Description	Amount
Mid-bell Music, Inc	11007601,11012534	Supplies	107.95
Total Mid-bell Music, Inc			<u>107.95</u>
NASB	N-55701,N-55757	Conference Charges	145.00
Total NASB			<u>145.00</u>
Ncsa	02252026	NASBO Conv.	180.00
Ncsa	03252026	Conference	75.00
Total Ncsa			<u>255.00</u>
Nebraska Public Power Distric	04082026-0001	Electric	4,054.75
Nebraska Public Power Distric	0408202600	Electric	4,054.75
Nebraska Public Power Distric	V*04082026-0001	Electric	(4,054.75)
Total Nebraska Public Power Distric			<u>4,054.75</u>
One Source The Background Check Co	2022202354	Background check	48.00
Total One Source The Background Check Co			<u>48.00</u>
Parker, Amelia	03312026	March Mileage	170.40
Total Parker, Amelia			<u>170.40</u>
Perry Guthery Haase & Gessfor	195	Legal Fees	972.00
Total Perry Guthery Haase & Gessfor			<u>972.00</u>
Ponca State Park	03162026	HAL expense	70.00
Total Ponca State Park			<u>70.00</u>
Rave, Arianna	03312026	March Mileage	89.59
Total Rave, Arianna			<u>89.59</u>
Sam's Club	04162026-0001	Supplies	43.90
Total Sam's Club			<u>43.90</u>
SchoolsPLP,LLC	3526	Digital Instruction Materials	9,825.00
Total SchoolsPLP,LLC			<u>9,825.00</u>
Sharpback, Fran	03312026	March Mileage	86.85
Total Sharpback, Fran			<u>86.85</u>
Stateline Electric	20174	Replace part on shop heater	389.70
Total Stateline Electric			<u>389.70</u>
Time Management Systems	361270-0001	Monthly Fee	111.00
Total Time Management Systems			<u>111.00</u>
TreviPay	8619af5b	Supplies	20.98
TreviPay	ea062f53	Decorations for Elementary Concert	26.05
Total TreviPay			<u>47.03</u>
Troy's Auto World	2062	repairs	468.75
Total Troy's Auto World			<u>468.75</u>
Village Of Homer	04152026-0001	Water	606.13

**Board Report - Board**

Vendor Name	Invoice Number	Description	Amount
Village Of Homer	0415202600	Water and Sewer	606.13
Village Of Homer	V*04152026-0001	Water	(606.13)
Total Village Of Homer			<hr/> 606.13
Wilmes Hardware Hank	1791969,1794545	Supplies	33.45
Total Wilmes Hardware Hank			<hr/> 33.45
Wireless Links	30-202603--0001	Bus supplies	60.60
Total Wireless Links			<hr/> 60.60
Wisner-Pilger High School	03312026	Speech Meet Fee	96.00
Total Wisner-Pilger High School			<hr/> 96.00
WoodRiver Energy, LLC	492355-0001	Natural Gas	5,390.50
WoodRiver Energy, LLC	49235500	Utility Energy Service	5,390.50
WoodRiver Energy, LLC	V*492355-0001	Natural Gas	(5,390.50)
Total WoodRiver Energy, LLC			<hr/> 5,390.50
Fund Number 01			<hr/> 51,477.96
Checking Account ID 1			<hr/> 51,477.96

General Fund Account Balances – April 2026

Receipts:

(Received since last board meeting)

First Community Bank – Interest	149.22
Dakota & Thurston County Treasurer – Taxes from last month	471,515.46
State of NE – State Aid	218,964.00
State of NE – SPED	87,347.00

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Balance in General Fund Checking (4/1/2026)	395,735.30
Balance in General Fund Petty Cash (4/1/2026)	1,474.00
<b>General Fund Balance</b>	<b>397,209.30</b>

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General Fund Checking Balance as of April 1, 2026	395,735.30
April Accounts Payable Expenses	- 38,200.85
April Payroll Expense (Inc payroll deductions)	- 518,810.07
April To Be Deposited	+ 419,002.52
<b>Estimated Balance End of April</b>	<b>257,726.90</b>

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Hot Lunch Program Balance March, 2026

Hot Lunch Balance as of March 1, 2026	<b>\$ 13,558.40</b>
Expenses to clear the bank in March	- 45,896.79
March Deposits	+ 27,075.75
March Journal Entries for RET, SIT and FIT	- 7,692.58
March GF Reimbursement	+ 15,692.58
Balance End of March	<b>\$ 2,737.36</b>
 <b>April Lunch Payroll</b>	 <b>\$ 25,697.27</b>

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Activity Account Balance – March, 2026

Beginning bank balance as of March, 2026	<b>\$ 84,950.15</b>
March expenditures	- 19,741.86
March deposits	+ 9,489.54
<b>Balance End of March</b>	<b>\$ 74,697.83</b>

**Building Fund: (Used for Improvements)**

Balance in Building Fund Passbook (3-1-26)	\$ 125,927.20
Interest	361.84
Dakota and Thurston County Treasurer	56,976.43
Less Interest Payment	4,033.16

**March Ending Balance \$ 179,232.31**

**QCPUF Fund**

Balance in QCPUF (3-1-26)	\$ 72,783.97
Interest	92.62
Dakota County Treasurer	88.38

**March Ending Balance \$ 72,964.97**

**Depreciation Fund: (Used for Replacement)**

Balance in Depreciation Fund Balance (3-1-26)	\$ 289,823.54
Less Check to Hillyard (auto-scrubber payment)	463.46
Interest	608.94

**March Ending Balance \$ 289,969.02**



## Total Collections

	2022-2023	2023-2024	2024-2025	2025-2026
September	800,659	698,595	725,802	621,845
October	316,779	466,618	652,282	581,143
November	519,791	221,093	698,727	377,554
December	275,982	346,820	703,572	551,411
January	1,130,286	1,324,358	869,749	984,461
February	588,149	524,431	854,291	581,917
March	332,046	485,652	532,020	779,376
April	574,028	513,032	492,355	
May	855,633	996,973	1,400,457	
June	429,134	489,487	554,793	
July	48,640	84,226	69,485	
August	417,695	93,457	119,103	
<b>TOTALS</b>	<b>6,288,821</b>	<b>6,244,744</b>	<b>7,672,635</b>	<b>4,477,707</b>

## Tax Collections

	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total	2025-2026	% of Total
September	600,231	74.97%	504,135	72.16%	505,420	69.64%	401,069	64.50%
October	116,402	36.75%	108,401	23.23%	143,002	21.92%	156,284	26.89%
November	35,932	6.91%	29,497	13.34%	29,152	4.17%	41,306	10.94%
December	25,912	9.39%	25,976	7.49%	39,247	5.58%	22,138	4.01%
January	889,616	78.71%	991,893	74.90%	516,753	59.41%	616,500	62.62%
February	214,253	36.43%	228,350	43.54%	655,772	76.76%	266,173	45.74%
March	59,157	17.82%	70,956	14.61%	36,784	6.91%	471,515	60.50%
April	347,686	60.57%	232,260	45.27%	191,916	38.98%		#DIV/0!
May	591,358	69.11%	706,690	70.88%	1,194,987	85.33%		#DIV/0!
June	135,466	31.57%	173,628	35.47%	146,425	26.39%		#DIV/0!
July	40,059	82.36%	28,798	34.19%	36,411	52.40%		#DIV/0!
August	49,150	11.77%	33,418	35.76%	44,348	37.23%		#DIV/0!
<b>TOTALS</b>	<b>3,105,221</b>	<b>49.38%</b>	<b>3,134,003</b>	<b>50.19%</b>	<b>3,540,218</b>	<b>46.14%</b>	<b>1,974,985</b>	<b>44.11%</b>

## State Aid

	2022-2023	% of Total	2023-2024	% of Total	2024-2025	% of Total	2025-2026	% of Total
September	199,203	24.88%	191,609	27.43%	201,069	27.70%	218,964	35.21%
October	195,724	61.79%	185,008	39.65%	200,874	30.80%	218,964	37.68%
November	195,724	37.65%	185,008	83.68%	0	0.00%	0	0.00%
December	195,724	70.92%	185,008	53.34%	401,748	57.10%	437,928	79.42%
January	195,724	17.32%	185,008	13.97%	200,874	23.10%	218,964	22.24%
February	195,724	33.28%	185,008	35.28%	0	0.00%	218,964	37.63%
March	195,724	58.94%	185,008	38.09%	401,748	75.51%	218,964	28.09%
April	195,724	34.10%	185,008	36.06%	200,874	40.80%		#DIV/0!
May	195,724	22.87%	185,008	18.56%	200,874	14.34%		#DIV/0!
June	195,719	45.61%	185,004	37.80%	200,873	36.21%		#DIV/0!
July								
August								
<b>TOTALS</b>	<b>1,960,714</b>	<b>31.18%</b>	<b>1,856,677</b>	<b>29.73%</b>	<b>2,008,934</b>	<b>26.18%</b>	<b>1,532,748</b>	<b>34.23%</b>

Homer Community School, April 2026		Revised Budget	Expended During Month	Expenditures to Date	% of Budget
01					
1100	REGULAR INSTRUCTIONAL PROGRAMS	3,721,460.00	290,579.84	2,351,994.15	65.03
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG	60,284.00	0.00	263.30	0.44
1150	LIMITED ENGLISH PROF PROGRAMS	22,380.00	1,256.26	10,502.56	46.93
1160	PROVERTY PROGRAMS	523,200.00	46,922.82	383,014.66	73.21
1190	EARLY CHILDHOOD ED PROGRAMS	14,010.00	0.00	1,873.63	13.37
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	500,000.00	61,869.33	509,792.13	101.96
2120	GUIDANCE SERVICES	178,000.00	10,877.01	87,348.34	49.07
2130	HEALTH SERVICES	76,000.00	0.00	2,044.20	2.69
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	80,000.00	0.00	58,500.00	73.13
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	110,000.00	0.00	53,750.00	48.86
2161	OT SERVICES SPED SCHOOL AGE	8,000.00	0.00	3,912.12	48.90
2171	PT SERVICES SPED SCHOOL AGE	0.00	0.00	2,283.75	0.00
2181	VISION SERVICES SPED SCHOOL AGE	0.00	0.00	26.00	0.00
2213	INST STAFF TRAINING	0.00	0.00	8,125.95	0.00
2220	LIBRARY/MEDIA SERVICES	175,000.00	12,172.43	97,076.97	55.47
2290	Retirement incentive	0.00	0.00	18,567.45	0.00
2320	EXECUTIVE ADMINISTRATION	290,000.00	19,143.91	163,833.01	56.49
2410	OFFICE OF PRINCIPAL	410,000.00	33,222.89	248,231.02	60.54
2510	GENERAL ADMIN-BUSINESS SERVICE	200,000.00	10,385.31	112,246.44	56.12
2520	PURCH, WARE, AND DIST SERVICES	0.00	0.00	330.00	0.00
2530	PRINT, PUB, DUP SERVICES	0.00	0.00	1,610.70	0.00
2610	SUPPORT SERVICES OPERATION OF BUILDING	513,000.00	31,369.97	278,847.56	54.64
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	25,000.00	0.00	0.00	0.00
2660	SECURITY	2,000.00	0.00	0.00	0.00
2710	VEHICLE OPP & PURCH REG ED	389,601.00	16,469.21	185,467.20	47.60
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	6,606.40	0.00
3535	HIGH ABILITY LEARNERS	14,000.00	70.00	529.92	3.79
5000	DEBT SERVICES	0.00	0.00	114,000.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	199,000.00	10,846.94	86,296.86	43.37
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	6,000.00	0.00	0.00	0.00
6408	6408	103,000.00	0.00	31,311.00	30.40
6700	FED VOC & APP TECH ED (CARL PERKINS)	10,000.00	0.00	9,021.70	90.22
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	7,771.71	0.00
6992	REAP	45,000.00	9,825.00	9,825.00	21.83
6997	6997	5,000.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	165,065.00	0.00	110,038.19	66.66
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	(1,000.00)	0.00
	<b>Totals</b>	<b>7,870,000.00</b>	<b>555,010.92</b>	<b>4,954,041.92</b>	<b>63.83</b>

March 20, 2026

Dear Admin,


Please accept this letter as formal notice of my resignation from my position as paraprofessional at Homer Community School. My last day of employment will be March 27th, 2026.

I am grateful for the opportunity to have worked with the children, families, and staff during my time here. I have gained valuable experience and appreciate the support and guidance I have received. This was not an easy decision, but I believe it is the right step for me at this time.

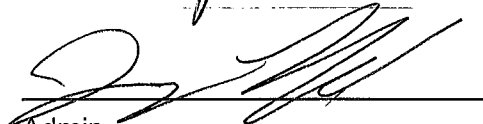
I am committed to helping ensure a smooth transition over the next few weeks. Please let me know how I can assist with training a replacement or completing any remaining responsibilities.

Thank you again for the opportunity to be part of the team. I wish the ~~school~~<sup>School</sup> continued success in the future.

Sincerely,



Alyssa Petersen



Admin



---

## Resignation

---

**From** Peggy Terwee <peggyterwee@homerknights.org>

**Date** Thu 4/9/2026 11:53 AM

**To** Joey Lefdal <joeylefdal@homerknights.org>; Jake Brand <jakebrand@homerknights.org>; School Board <School\_Board@homerknights.org>

I am writing to let you know that I will be resigning from Homer Community Schools at the end of this school year.

This decision has not been easy. Homer has been my home for the past 29 years, and I feel incredibly grateful for the time I've spent here as both a high school special education teacher and Director of Special Education. I have been lucky to work with amazing students, supportive families, and truly wonderful coworkers. The relationships I've built here mean so much to me, and that is what makes this so hard.

Ultimately, I have reached Rule of 85 in Nebraska, and this is the right financial decision for my family. I will be continuing my teaching career at Dakota Valley in South Dakota.

Thank you for the opportunities, support, and friendships over the years. Homer will always hold a special place in my heart and I will miss it greatly.

Sincerely,

Peggy Ter Wee

---

*Peggy Ter Wee*

Director of Special Education  
Homer Community School  
(402) 698-2377

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Dear Dr. Lefdal,

I am writing to resign from my position at Homer Community School at the end of the school year, as I will be relocating out of state to be closer to family.

Thank you for the opportunity to work with the students and staff.

Sincerely,

Alisha McPartland-Janssen

## HOMER SCHOOL ENROLLMENT 2025-26

March 31, 2026

Grade	Total	Boys	Girls	Teachers	Option Enrollment	
Preschool 4 year	25	11	14	All		
PK-4	13			Heaton	-	
PK-4	12			Murphy	-	
Kindergarten	30	13	17	All	12	
K – 1	15			Scott		
K – 2	15			Olson		
1 <sup>st</sup> Grade	28	17	11	All	13	
1 <sup>st</sup> – 1	14			Boelter		
1 <sup>st</sup> - 2	14			Dorcey		
2 <sup>nd</sup> Grade	36	18	18	All	15	
2 <sup>nd</sup> – 1	19			Ford		
2 <sup>nd</sup> – 2	17			Morgan		
3 <sup>rd</sup> Grade	26	15	11	All	11	
3 <sup>rd</sup> – 1	13			Wright		
3 <sup>rd</sup> – 2	13			Hermelbracht		
4 <sup>th</sup> Grade	28	11	17	All	7	
4 <sup>th</sup> – 1	14			Jump		
4 <sup>th</sup> – 2	14			Sanchez		
5 <sup>th</sup> Grade	33	16	17	All	10	
5 <sup>th</sup> - 1	16			Olson		
5 <sup>th</sup> - 2	17			Bennier		
<b>Total K – 5</b>	<b>181</b>		<b>Total PreK - 5</b>	<b>206</b>	<b>Total Elem. Option</b>	<b>68</b>
Comparison to 2015/2016 (PK-6) - 219 Students (71 Opt.) Comparison to 2016/2017 (PK-6) - 215 Students (73 Opt.) Comparison to 2017/2018 (PK-6) - 206 Students (69 Opt.) Comparison to 2018/2019 (PK-6) - 225 Students (90 Opt.) Comparison to 2019/2020 (PK-6) - 217 Students (83 Opt.) Comparison to 2020/2021 (PK-6) - 243 Students (78 Opt.) Comparison to 2021/2022 (PK-6) - 245 Students (70 Opt.) Comparison to 2022/2023 (PK-6) - 238 Students (68 Opt.) Comparison to 2023/2024 (PK-5) – 212 Students (66 Opt.) Comparison to 2023/2024 (PK-5) – 201 Students (67 Opt.)						
6 <sup>th</sup> Grade	37	18	19		14	
7 <sup>th</sup> Grade	33	11	22		16	
8 <sup>th</sup> Grade	41	15	26		14	
9 <sup>th</sup> Grade	26	9	17		12	
10 <sup>th</sup> Grade	41	20	21		16	
11 <sup>th</sup> Grade	29	14	15		15	
12 <sup>th</sup> Grade	39	16	23		14	
13-16 Year	0	0	0		0	
<b>Total 6 – 12</b>	<b>246</b>				<b>Total JH/HS Option</b>	<b>101</b>
<b>Year 13</b>	<b>0</b>					
Comparison to 2015/2016 (7-12) – 180 Students (61 Opt.) Comparison to 2016/2017 (7-12) – 175 Students (63 Opt.) Comparison to 2017/2018 (7-12) - 171 Students (56 Opt.) Comparison to 2018/2019 (7-12) - 163 Students (58 Opt.) Comparison to 2019/2020 (7-12) - 171 Students (65 Opt.) Comparison to 2020/2021 (7-12) - 190 Students (74 Opt.) Comparison to 2021/2022 (7-12) - 181 Students (75 Opt.) Comparison to 2022/2023 (7-12) - 192 Students (80 Opt.) Comparison to 2023/2024 (6-12)- 224 Students (97 Opt.) Comparison to 2023/2024 (6-12) – 240 Students (107 Opt.)						
<b>Total K – 12</b>	<b>427</b>		<b>Total PreK - 12</b>	<b>452</b>	<b>Option Total</b>	<b>169</b>
Comparison to 2015/2016 (PK-12) - 399 Students (132 Opt.) Comparison to 2016/2017 (PK-12) - 390 Students (136 Opt.) Comparison to 2017/2018 (PK-12) - 377 Students (125 Opt.) Comparison to 2018/2019 (PK-12) - 388 Students (148 Opt.) Comparison to 2019/2020 (PK-12) - 418 Students (148 Opt.) Comparison to 2020/2021 (PK-12) - 433 Students (152 Opt.) Comparison to 2021/2022 (PK-12) - 426 Students (145 Opt.) Comparison to 2022/2023 (PK-12) - 430 Students (148 Opt.) Comparison to 2023/2024 (PK-12) – 436 Students (168 Opt.) Comparison to 2024/2025 (PK-12) - 445 Students (166 Opt.)						

# Homer Community School 2025-26

## Average Daily Attendance

Percentage of Students in Attendance Daily

	%
August	95
September	95
October	95
November	94
December	93
January	94
February	94
March	95
April	
May	

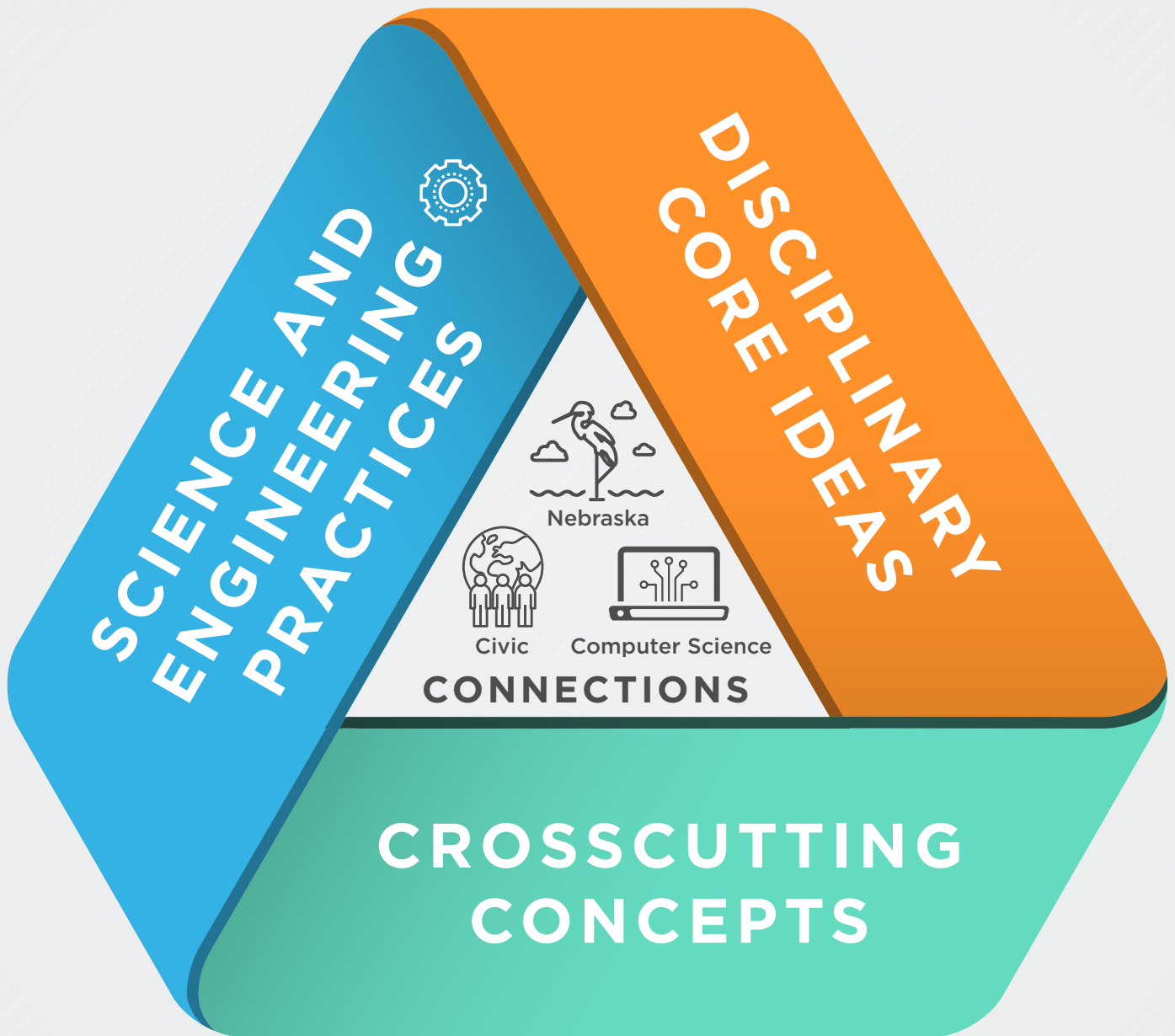


# Homer Community School 2025-26 Student Movement

	In	Out
August	1	2
September	4	3
October	1	6
November	6	0
December	0	4
January	7	3
February	0	5
March	3	0
April		
May		
	<b>Totals</b>	
	22	23



# NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR SCIENCE



# Nebraska's College and Career Ready Standards for Science 2017

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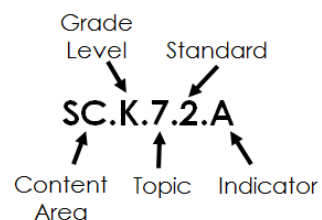
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## Content Area Standards Structure

The overall structure of Nebraska's College and Career Ready Standards for Science (CCR-Science) reflects the two-tier structure common across all Nebraska content area standards. The two levels within the structure include **standards** and **indicators**. At the broadest level, **standards** include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. **Indicators** further describe what students must know and be able to do to meet the standard. These performance-based statements provide clear expectations related to student learning in each content area. Additionally, indicators provide guidance related to the assessment of student learning. This guidance is articulated by including assessment boundary statements.

The CCR-Science standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. Standards describe what students are expected to know and be able to do, while the local curriculum describes how teachers will help students master the standards. A wide variety of instructional resources may be used to meet the state content area standards. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum used within a local school.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The CCR-Science standards numbering system is as follows:



## Organization and Structure of CCR-Science Standards

Nebraska's College and Career Ready Standards for Science (CCR-Science) are organized by grade level for grades K-8 and by grade span in high school. K-5 standards are organized to reflect the developmental nature of learning for elementary students and attend to the learning progressions that build foundational understandings of science. By the time students reach middle school (Grades 6-8), they build on this foundation in order to develop more sophisticated understandings of science concepts through high school. The topic progression for the CCR-Science standards is included in Appendix A.

Within each grade level/span the standards are organized around topics, and each standard addresses one topic. Each CCR-Science standard begins with the common stem: "Gather, analyze, and communicate..." This stem highlights long-term learning goals associated with rigorous science standards and provides guidance for high quality classroom instruction. To facilitate high-quality instruction, students actively gather evidence from multiple sources related to the science topics. This evidence is carefully analyzed in order to describe and explain natural phenomena, and then, students communicate their understanding of the content using a variety of tools and strategies. It is important to note that while topics are introduced in a spiraled model, they are connected; and deeper understanding at subsequent grade levels and spans requires foundational understanding of multiple topics.

The indicators reflect the three dimensions of science learning outlined in *A Framework for K-12 Science Education*<sup>1</sup>. Each CCR-Science indicator includes a disciplinary core idea, a crosscutting concept (underline), and a **science and engineering practice** (bold).

The disciplinary core ideas are the focused, limited set of science ideas identified in the *Framework* as necessary for ALL students throughout their education and beyond their K-12 school years to achieve scientific literacy. The limited number of disciplinary core ideas allows more time for students and








teachers to engage in the science and engineering practices as they deeply explore science ideas. To allow students to continually build on and revise their knowledge and abilities, the disciplinary core ideas are built on developmental learning progressions (Appendix A).

The crosscutting concepts are used to organize and make sense of disciplinary core ideas. They serve as tools that bridge disciplinary boundaries and deepen understanding of science content. With grade-appropriate proficiency, students are expected to use patterns; cause and effect; scale, proportion, and quantity; systems and system models; energy and matter; structure and function; and stability and change as they gather, analyze, and communicate scientific understanding. These crosscutting concepts provide structure for synthesizing knowledge from various fields into a coherent and scientifically based view of the world.

The **science and engineering practices** are used by students to demonstrate understanding of the disciplinary core ideas and crosscutting concepts. Engaging in the practices of science and engineering helps students understand the wide range of approaches used to investigate natural phenomena and develop solutions to challenges. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models; planning and carrying out investigations; analyzing and interpreting data; using mathematics and computational thinking; constructing explanations and designing solutions; engaging in argument from evidence; and obtaining, evaluating, and communicating information as they gather, analyze, and communicate scientific information.

Each science indicator focuses on one crosscutting concept and one **science and engineering practice** as an *example* to guide assessment. Instruction aimed toward preparing students should use crosscutting concepts and **science and engineering practices** that go beyond what is stated in the indicator to better reflect authentic science practice.

The following table lists the disciplinary core ideas, crosscutting concepts, and **science and engineering practices**:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<ul style="list-style-type: none"> <li>• Asking Questions and Defining Problems</li> <li>• Developing and Using Models</li> <li>• Planning and Carrying Out Investigations</li> <li>• Analyzing and Interpreting Data</li> <li>• Using Mathematics and Computational Thinking</li> <li>• Constructing Explanations and Designing Solutions</li> <li>• Engaging in Argument from Evidence</li> <li>• Obtaining, Evaluating, and Communicating Information</li> </ul>	<p>LS1: From Molecules to Organisms: Structures and Processes</p> <p>LS2: Ecosystems: Interactions, Energy, and Dynamics</p> <p>LS3: Heredity: Inheritance and Variation of Traits</p> <p>LS4: Biological Evolution: Unity &amp; Diversity</p> <p>PS1: Matter and Its Interactions</p> <p>PS2: Motion and Stability: Forces and Interactions</p> <p>PS3: Energy</p> <p>PS4: Waves and Their Applications in Technologies for Information Transfer</p> <p>ESS1: Earth’s Place in the Universe</p> <p>ESS2: Earth’s Systems</p> <p>ESS3: Earth and Human Activity</p> <p>ETS1: Engineering Design</p>	<p> Patterns</p> <p> Cause and Effect</p> <p> Scale, Proportion, and Quantity</p> <p> Systems and System Models</p> <p> Energy and Matter</p> <p> Structure and Function</p> <p> Stability and Change</p>

## Interdisciplinary Connections

The crosscutting concepts and **science and engineering practices** provide opportunities for developing strong interdisciplinary connections across all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.). Disciplinary core ideas can be a context for helping students master key competencies from other content areas while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.



### Nebraska Connections

Opportunities to teach science using topics directly relevant to our state (e.g. Ogallala Aquifer, agriculture, Nebraska-specific flora and fauna, Nebraska's rich geologic history, etc.) are listed throughout the CCR-Science standards as "Nebraska Connections." These connections allow educators to use local, regional, and state-specific contexts for teaching, learning, and assessment. Educators should use these as recommendations for investigation with students. Additionally, assessment developers have the opportunity to use the Nebraska contexts to develop Nebraska-specific examples or scenarios from which students would demonstrate their general understanding. This approach provides the opportunity for educators to draw upon Nebraska's natural environment and rich history and resources in engineering design and scientific research to support student learning.



### Civic Science Connections

Within the CCR-Science standards, opportunities to create civic science connections have been identified. These connections are designed to call-out the importance for students to engage in the study of civic ideals, principles, and practices through participation in the act of "citizen science." Citizen science is the public involvement in inquiry and discovery of new scientific knowledge. This engagement helps students build science knowledge and skills while improving social behavior, increasing student engagement, and strengthening community partnerships. Citizen science projects enlist K-12 students to collect or analyze data for real-world research studies. Citizen science in conjunction with the CCR-Science standards help bridge our K-12 students with stakeholders in the community, both locally and globally.



### Computer Science Connections

Natural connections between science and computer science have been identified throughout the standards, especially in the middle level and in high school as students expand their ability to use computational thinking to develop complex models and simulations of natural and designed systems. Computers and other digital tools allow students to collect, record, organize, analyze, and communicate data as they engage in science learning.



### Engineering, Technology, and Applications of Science Connections

Connections to engineering, technology, and applications of science are included at all grade levels and in all domains. These connections highlight the interdependence of science, engineering, and technology that drives the research, innovation, and development cycle where discoveries in science lead to new technologies developed using the engineering design process. Additionally, these connections call attention to the effects of scientific and technological advances on society and the environment.



## Engineering Design

Performance indicators for the engineering design process are intentionally embedded in all grade levels. These indicators allow students to demonstrate their ability to define problems, develop possible solutions, and improve designs. **These indicators should be reinforced whenever students are engaged in practicing engineering design during instruction.** Having students engage in the engineering design process will prepare them to solve challenges both in and out of the classroom.

### Instructional Shifts

While each indicator incorporates the three dimensions, this alone does not drive student outcomes; ultimately, student learning depends on how the standards are translated to instructional practices.

*3-Dimensional teaching and learning:* Effective science teaching, learning, and assessment should integrate disciplinary core ideas, crosscutting concepts, and **science and engineering practices**. Integration of the three dimensions will allow students to explain scientific phenomena, design solutions to real-world challenges, and build a foundation upon which they can continue to learn and to apply science knowledge and skills within and outside the K-12 education arena.

*Integrated science:* Natural phenomena serve as the context for the work of both scientists and engineers. As students explain natural phenomena and design solutions to real-world challenges they connect ideas across science domains. The crosscutting concepts serve as tools that bridge domain boundaries and allow students to deepen their understanding of disciplinary core ideas while using **science and engineering practices** as they explore natural phenomena.

*Interdisciplinary approaches:* The overlapping skills included in the **science and engineering practices** and the intellectual tools provided by the crosscutting concepts build meaningful and substantive connections to interdisciplinary knowledge and skills in all content areas (English Language Arts, mathematics, social studies, fine arts, career/technical education, etc.) This affords all students equitable access to learning and ensures all students are prepared for college, career, and citizenship.

### Implementation and Educator Support

To support educators while they explore and implement the CCR-Science standards, the Nebraska Department of Education is developing a five-year implementation plan that includes; exploration, initial implementation, scale up, deep implementation, and sustainability. Included in the implementation plan will be guidance related to systems alignment, professional learning, curriculum, instruction, resources, and assessment. A new statewide summative assessment aligned to these standards will be operational in 2021.

<sup>1</sup> *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas.* Washington, DC: The National Academies Press, 2012.

# KINDERGARTEN

The Kindergarten standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## What happens if you change how hard you push or pull an object?

Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

(including humans) need to survive and the relationship between their needs and where they live

## What is the weather like today and how is it different from yesterday?

Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for and respond to, severe weather.

## Where do animals live and why do they live there?

Students are also expected to develop understanding of what plants and animals

\*\*\*\*\*

## SC.K.1 Forces and Interactions: Pushes and Pulls

SC.K.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.K.1.1.A **Plan and conduct an investigation to compare** the effects of different strengths or different directions of pushes and pulls on the motion of an object. Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.



SC.K.1.1.B **Analyze data to determine if a design solution works as intended** to change the speed or direction of an object with a push or a pull. Assessment does not include friction as a mechanism for change in speed.

## SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.K.7.2.A **Use observations to describe** patterns of what plants and animals (including humans) need to survive.



SC.K.7.2.B **Construct an argument supported by evidence for how** plants and animals (including humans) can change the environment to meet their needs.



SC.K.7.2.C **Use a model to represent** the relationship between the needs of different plants or animals (including humans) and the places they live.



*NE plants and animals*



SC.K.7.2.D **Communicate solutions** that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.



*NE conservation organizations and agricultural practices*

## SC.K.12 Weather and Climate

SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.



SC.K.12.3.A **Use and share observations** of local weather conditions to describe patterns over time. Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.



SC.K.12.3.B **Ask questions to obtain information** about the purpose of weather forecasting to prepare for, and respond to, severe weather.



*emphasis on blizzards, tornadoes, drought, and floods*



SC.K.12.3.C **Make observations to determine the effect of** sunlight on Earth's surface.



SC.K.12.3.D **Use tools and materials to design and build a structure** that will reduce the warming effect of sunlight on an area.



SC.K.12.3.E **Ask questions, make observations, and gather information** about a situation people want to change to **define a simple problem that can be solved** through the development of a new or improved object or tool.

# FIRST GRADE

The first grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## What happens when materials vibrate?

Students are expected to develop understanding of the relationship between sound and vibrating materials.

Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how the behaviors of parents and offspring help offspring survive.

## What happens when there is no light?

Students are expected to develop understanding of the relationship between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

## How are parents and their children similar and different?

The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.

## What are some ways plants and animals meet their needs so they can survive and grow?

## What objects are in the sky and how do they seem to move?

Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

\*\*\*\*\*

## SC.1.2 Waves: Light and Sound

SC.1.2.1 Gather, analyze, and communicate evidence of light and sound waves.



SC.1.2.1.A **Plan and conduct investigations** to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.



SC.1.2.1.B **Make observations to construct an evidence-based account** that objects can be seen only when illuminated.



SC.1.2.1.C **Plan and conduct an investigation** to determine the effect of placing objects made with different materials in the path of a beam of light.

Assessment does not include the speed of light.



SC.1.2.1.D **Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.**

Assessment does not include technological details for how communication devices work.

## SC.1.6 Structure, Function, and Information Processing

SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.



SC.1.6.2.A **Use materials to design a solution** to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.



*NE plants and animals*



SC.1.6.2.B **Develop a simple sketch, drawing, or physical model** to illustrate how the shape of an object helps it function as needed to solve a given problem.



SC.1.6.2.C **Read texts and use media to determine patterns** in a behavior of parents and offspring that help offspring survive.



*NE plants and animals*



SC.1.6.2.D **Make observations to construct an evidence-based account** that young plants and animals are like, but not exactly like, their parents.

Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.



*NE plants and animals*

## SC.1.11 Space Systems: Patterns and Cycles

SC.1.11.3 Gather, analyze, and communicate evidence of patterns and cycles of space systems.



SC.1.11.3.A **Use observations** of the sun, moon, and stars to describe patterns that can be predicted. Assessment of star patterns is limited to stars being seen at night and not during the day.



SC.1.11.3.B **Make observations** at different times of the year to relate the amount of daylight to the time of year. Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

## SECOND GRADE

The second grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

### How are materials similar and different from one another and how do the properties of the materials relate to their use?

An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials.

### What do plants need to grow?

Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination.

### How many types of living things live in a place?

Students are expected to compare the diversity of life in different habitats.

### How does land change and what causes it to change?

Students are able to apply their understanding of the idea that wind and water can change the shape of land to compare design solutions to slow or prevent such change.

### What are the different kinds of land and bodies of water?

Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth.

\*\*\*\*\*

## SC.2.3 Structure and Properties of Matter

SC.2.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.2.3.1.A **Plan and conduct an investigation to describe and classify** different kinds of materials by their observable properties.



*Soil properties*



SC.2.3.1.B **Analyze data obtained from testing different materials to determine** which materials have the properties that are best suited for an intended purpose. Assessment of quantitative measurements is limited to length and weight.



SC.2.3.1.C **Analyze data** from tests of two objects **designed to solve the same problem** to compare the strengths and weaknesses of how each performs.



SC.2.3.1.D **Make observations to construct an evidence-based account** of how an object made of a small set of pieces can be disassembled and made into a new object.



SC.2.3.1.E **Construct an argument with evidence** that some changes caused by heating or cooling can be reversed and some cannot.

## SC.2.7 Interdependent Relationships in Ecosystems

SC.2.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.2.7.2.A **Plan and conduct an investigation to determine if** plants need sunlight and water to grow. Assessment is limited to testing one variable at a time.



SC.2.7.2.B **Develop a simple model** that mimics the function of an animal in dispersing seeds or pollinating plants.



SC.2.7.2.C **Make observations** of plants and animals to **compare the diversity of life in different habitats**. Assessment does not include specific animal and plant names in specific habitats.



*NE habitats*

## SC.2.13 Earth's Systems: Processes That Shape the Earth

SC.2.13.3 Gather, analyze, and communicate evidence of the processes that shape the earth.



SC.2.13.3.A **Use information from several sources to provide evidence** that Earth events can occur quickly or slowly. Assessment does not include quantitative measurements of timescales.



*Flooding and tornadoes quickly cause change; wind slowly formed the Sandhills*



SC.2.13.3.B **Compare multiple solutions designed to** slow or prevent wind or water from changing the shape of the land.



*Soil conservation*



SC.2.13.3.C **Develop a model to represent the** shapes and kinds of land and bodies of water in an area. Assessment does not include quantitative scaling in models.



*Manmade dams, sandbagging, windbreaks, terracing*



SC.2.13.3.D **Obtain information to identify** where water is found on Earth and that it can be solid or liquid.



*NE water bodies*

# THIRD GRADE

The third grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## How do equal and unequal forces on an object affect the object?

Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other.

## How can magnets be used?

Students are able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

## How do organisms vary in their traits?

Students are expected to develop an understanding of the similarities and differences of organisms' life cycles. Students develop an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

## How are plants, animals, and environments of the past similar or different from current plants, animals, and environments?

Students are expected to develop an understanding of types of organisms that lived long ago, and also about the nature of their environments.

## What happens to organisms when their environment changes?

Students are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

## What is typical weather in different parts of the world and during different times of the year?

Students are able to organize and use data to describe typical weather conditions expected during a particular season.

## How can the impact of weather-related hazards be reduced?

By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

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## SC.3.1 Forces and Interactions: Motion and Stability

SC.3.1.1 Gather, analyze, and communicate evidence of forces and their interactions.



SC.3.1.1.A **Plan and conduct an investigation** to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.



SC.3.1.1.B **Make observations and/or measurements** of an object's motion to provide evidence that a pattern can be used to predict future motion.

Assessment does not include technical terms such as period and frequency.



SC.3.1.1.C **Ask questions** to determine cause and effect relationships of electrical or magnetic interactions between two objects not in contact with each other. Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions, are limited to static electricity.



SC.3.1.1.D **Define a simple design problem** that can be solved by applying scientific ideas about magnets.

### SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relations in ecosystems.



SC.3.7.2.A **Construct an argument** that some animals form groups that help members survive.



*NE animals*



SC.3.7.2.B **Analyze and interpret data** from fossils to provide evidence of the organisms and environments in which they lived long ago. Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.



*NE fossils; NE geologic history*



SC.3.7.2.C **Construct an argument** with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.



*NE habitats*



SC.3.7.2.D **Make a claim about the merit of a solution to a problem** caused when the environment changes and the types of plants and animals that live there may change. Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.



*NE habitats*



SC.3.7.2.E **Generate and compare multiple possible solutions to a problem** based on how well each is likely to meet the criteria and constraints of the problem.

### SC.3.9 Inheritance and Variation: Life Cycles and Traits

SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.



SC.3.9.3.A **Develop models** to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.



*NE plants and animals*



**SC.3.9.3.B Analyze and interpret data** to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.



*NE plants and animals*



**SC.3.9.3.C Use evidence to support the explanation** that traits can be influenced by the environment.



*NE plants, animals, and habitats*



**SC.3.9.3.D Use evidence to construct an explanation** for how the variation in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.



*NE plants, animals, and habitats*

## SC.3.12 Weather and Climate

SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.



**SC.3.12.4.A Represent data** in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.

Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.



*NE weather and climate*



**SC.3.12.4.B Obtain and combine information** to describe climates in different regions of the world.



**SC.3.12.4.C Make a claim about the merit of a design solution** that reduces the impacts of a weather-related hazard.

# FOURTH GRADE

The fourth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## What are waves and what are some of the things they can do?

Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move.

## What is energy and how is it related to motion?

Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object.

## How is energy transferred?

Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electrical currents or from object to object through collisions.

## How can energy be used to solve a problem?

They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another.

## How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals?

Students are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, students describe that an object can be seen when light reflected from its surface enters the eye.

## How can water, ice, wind and vegetation change the land?

Students are expected to develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans.

## What patterns of Earth's features can be determined with the use of maps?

In order to describe patterns of Earth's features, students analyze and interpret data from maps.

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## SC.4.2 Waves: Waves and Information

SC.4.2.1 Gather, analyze, and communicate evidence of waves and the information they transfer.



SC.4.2.1.A **Develop a model** of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.



SC.4.2.1.B **Generate and compare multiple solutions** that use patterns to transfer information.

## SC.4.4 Energy: Conservation and Transfer

SC.4.4.2 Gather, analyze and communicate evidence of energy conservation and transfer.



SC.4.4.2.A Use evidence to **construct an explanation** relating the speed of an object to the energy of that object. Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.



SC.4.4.2.B **Make observations** to provide evidence that energy can be transferred from place to place by sound, light, heat, and electrical currents. Assessment does not include quantitative measurements of energy.



*NE energy producers*



SC.4.4.2.C **Ask questions** and predict outcomes about the changes in energy that occur when objects collide. Assessment does not include quantitative measurements of energy.



SC.4.4.2.D Apply scientific ideas to **design, test, and refine a device** that converts energy from one form to another. Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.



SC.4.4.2.E **Plan and carry out fair tests in which variables are controlled** and failure points are considered to identify aspects of a model or prototype that can be improved.



SC.4.4.2.F **Obtain and combine information** to describe that energy and fuels are derived from natural resources and that their uses affect the environment.



*NE ethanol production*

## SC.4.6 Structure, Function, and Information Processing

SC.4.6.3 Gather and analyze data to communicate an understanding of structure, function and information processing of living things.



SC.4.6.3.A **Develop a model** to describe that light reflecting from objects and entering the eyes allows objects to be seen. Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.



SC.4.6.3.B **Construct an argument** that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. Assessment is limited to macroscopic structures within plant and animal systems.



*NE plants and animals*



SC.4.6.3.C **Use a model** to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information. Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

## SC.4.13 Earth's Systems: Processes That Shape the Earth

SC.4.13.4 Gather and analyze data to communicate an understanding of Earth's systems and processes that shape the Earth.



SC.4.13.4.A **Identify evidence** from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over **time**. Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.



*NE fossils and geologic history*



SC.4.13.4.B **Make observations and/or measurements** to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Assessment is limited to a single form of weathering or erosion.



SC.4.13.4.C **Analyze and interpret data** from maps to describe patterns of Earth's features.



SC.4.13.4.D **Generate and compare multiple solutions** to reduce the impacts of natural Earth processes on humans. Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

# FIFTH GRADE

The fifth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## When matter changes, does its weight (mass) change?

Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved.

## Can new substances be created by combining other substances?

Students determine whether the mixing of two or more substances results in new substance.

## How does matter cycle through ecosystems and where does the energy in food come from and what is it used for?

Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals' food was

once energy from the sun.

## How much water can be found in different places on Earth and how does water move through the Earth system?

Students describe and graph data to provide evidence about the distribution of water on Earth. Through the development of a model using an example students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. This model will also allow students to define a simple design problem that relates to the conservation of fresh water.

## How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?

Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

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## SC.5.3 Structure and Properties of Matter

SC.5.3.1 Gather, analyze, and communicate evidence of structure and properties of matter.



SC.5.3.1.A **Develop a model** to describe that matter is made of particles too small to be seen. Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.



SC.5.3.1.B **Measure and graph quantities** to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. Assessment does not include distinguishing mass and weight.



SC.5.3.1.C **Make observations and measurements** to identify materials based on their properties. Assessment does not include density or distinguishing mass and weight.



SC.5.3.1.D **Conduct an investigation** to determine whether the mixing of two or more substances results in new substances.

## SC.5.8 Matter and Energy in Organisms and Ecosystems

SC.5.8.2 Gather and analyze data to communicate understanding of matter and energy in organisms and ecosystems.



SC.5.8.2.A **Use models** to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.



SC.5.8.2.B **Support an argument** that plants get the materials they need for growth chiefly from air and water.



SC.5.8.2.C **Develop a model** to describe the movement of matter among plants, animals, decomposers, and the environment. Assessment does not include molecular explanations or the biochemical mechanisms of photosynthesis.



*NE ecosystems*

## SC.5.11 Space Systems: Earth's Stars and Solar System

SC.5.11.3 Gather and analyze data to communicate understanding of space systems: Earth's stars and solar system.



SC.5.11.3.A **Support an argument** that the gravitational force exerted by Earth on objects is directed down. Assessment does not include mathematical representation of gravitational force.



SC.5.11.3.B **Support an argument** that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).



SC.5.11.3.C **Represent data in graphical displays** to reveal patterns of daily changes in the length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. Assessment does not include causes of seasons.

## SC.5.13 Earth's Systems

SC.5.13.4 Gather and analyze data to communicate understanding of Earth's systems.



SC.5.13.4.A **Develop a model** using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Assessment is limited to the interactions of two systems at a time.



*NE systems*



SC.5.13.4.B **Describe and graph** the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice caps but does not include the atmosphere.



*NE bodies of water*



SC.5.13.4.C **Obtain and combine information** about ways individual communities use science ideas to protect the Earth's resources and environment.



*NE conservation organizations*



SC.5.13.4.D **Define a simple design problem** that can be solved by applying scientific ideas about the conservation of fresh water on Earth.



*NE conservation organizations*



SC.5.13.4.E **Define a simple design problem** reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

# SIXTH GRADE

The sixth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## How can energy be transferred from one object or system to another?

Students are expected to know the difference between energy and temperature and begin to develop an understanding of the relationship between force and energy. Students are also expected to apply an understanding of design to the process of energy transfer.

## How do the structures of organisms contribute to life's functions?

Students are expected to understand that all organisms are made of cells, that special structures are responsible for particular functions in organisms, and that for many organisms the body is a system of multiple interacting subsystems that form a hierarchy from cells to the body.

## How do organisms grow, develop, and reproduce?

Students are expected to explain how select

structures, functions, and behaviors of organisms change in predictable ways as they progress from birth to old age.

## What factors interact and influence weather and climate?

Students are expected to construct and use models to develop an understanding of the factors that determine weather and climate.

A systems approach is also important here, examining the feedbacks between systems as energy from the sun is transferred between systems and circulates through the oceans and atmosphere.

## How does water move through Earth's systems?

Students understand how Earth's geosystems operate by modeling the flow of energy and cycling of matter within and among different systems.

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## SC.6.4 Energy

SC.6.4.1 Gather, analyze, and communicate evidence of energy.



SC.6.4.1.A Apply scientific principles to **design, construct, and test a device** that either minimizes or maximizes thermal energy transfer. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.B **Define the criteria and constraints of a design problem** with sufficient precision to ensure a successful solution, taking into account relevant scientific principle and potential impacts on people and the natural environment that may limit possible solutions.



SC.6.4.1.C **Plan an investigation** to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Assessment does not include calculating the total amount of thermal energy transferred.



SC.6.4.1.D **Construct, use, and present arguments** to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. Assessment does not include calculations of energy.

## SC.6.6 Structure and Function and Information Processing

SC.6.6.2 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.6.6.2.A **Conduct an investigation** to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.



SC.6.6.2.B **Develop and use a model** to describe the function of a cell as a whole and ways parts of cells contribute to the function. Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.



SC.6.6.2.C **Use argument supported by evidence** for how the body is a system of interacting subsystems composed of groups of cells. Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.



SC.6.6.2.D **Gather and synthesize information** that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. Assessment does not include mechanisms for the transmission of this information.

## SC.6.9 Growth, Development, and Reproduction of Organisms

SC.6.9.3 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.6.9.3.A **Construct an argument** based on evidence for how plant and animal adaptations affect the probability of successful reproduction.



*monarchs/milkweed; seed dispersal in prairie grasses*



SC.6.9.3.B **Construct a scientific explanation** based on evidence for how environmental and genetic factors influence the growth of organisms.

Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.



*NE plants and animals*



SC.6.9.3.C **Develop and use a model** to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

## SC.6.12 Weather and Climate

SC.6.12.4 Gather, analyze, and communicate evidence of factors and interactions that affect weather and climate.



SC.6.12.4.A **Collect data** to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.



*NE weather conditions*



SC.6.12.4.B **Develop and use a model** to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Assessment does not include the dynamics of the Coriolis effect.



SC.6.12.4.C **Ask questions** to clarify evidence of the factors that have caused the change in global temperatures over thousands of years.

SC.6.12.4.D **Analyze and interpret data** on weather and climate to forecast future catastrophic events and inform the development of technologies to mitigate their effect.

### SC.6.13 Earth's Systems

SC.6.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.6.13.5.A **Develop a model** to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

A quantitative understanding of the latent heats of vaporization and fusion is not assessed.



*NE systems*

## 7<sup>TH</sup> GRADE

The seventh grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

### **How does thermal energy affect particles?**

Students will be able to provide molecular level descriptions that explain states of matter and changes between states.

### **Why do different pure substances have different physical and chemical properties and how do those properties determine how substances are used?**

Students are expected to understand what occurs at the atomic molecular scales.

### **What happens when new materials are formed?**

Students are expected to provide molecular level descriptions to explain that chemical reactions involve regrouping of atoms to form new substances and that atoms rearrange during chemical reactions.

### **How do organisms obtain and use energy?**

Students are expected to use conceptual and physical models to explain the transfer of energy and cycling of matter as they construct explanations for the role of photosynthesis in cycling matter in ecosystems.

### **How does matter and energy move through an ecosystem?**

Students are expected to construct explanations for the cycling of matter in organisms and the

interaction of organisms to obtain matter and energy from an ecosystem to survive and grow.

### **How do organisms interact with other organisms in the physical environment to obtain matter and energy?**

Students are expected to understand that organisms and populations of organisms are dependent on their environmental interactions both with other organisms and with non-living factors.

### **How do people figure out that Earth and life on Earth have changed over time?**

Students are expected to examine geoscience data in order to understand the processes and events in Earth's history.

### **How do the materials in and on Earth's crust change over time?**

Students are expected to understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems.

### **How do human activities affect Earth's systems?**

Students are expected to understand the ways that human activities impact Earth's other systems.

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## **SC.7.3 Structure and Properties of Matter**

SC.7.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



**SC.7.3.1.A Develop models to describe the atomic composition of simple molecules.** Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete description of all individual atoms in a complex molecule or extended structure is not required.



**SC.7.3.1.B Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.**

Assessment is limited to qualitative information.



SC.7.3.1.C **Develop a model** that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

## SC.7.5 Chemical Reactions

SC.7.5.2 Gather, analyze, and communicate evidence of chemical reactions.



SC.7.5.2.A **Analyze and interpret data** on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.



SC.7.5.2.B **Develop and use a model** to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.



SC.7.5.2.C **Undertake a design project** to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.



SC.7.5.2.D **Analyze data from tests** to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

## SC.7.7 Interdependent Relationships in Ecosystems

SC.7.7.3 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.7.7.3.A **Construct an explanation** that predicts patterns of interactions among organisms across multiple ecosystems.



*NE ecosystems*



SC.7.7.3.B **Evaluate competing design solutions** for maintaining biodiversity and ecosystem services.



*NE endangered species and reintroduction of species*



SC.7.7.3.C **Evaluate competing design solutions** using a systematic process to determine how well they meet the criteria and constraints of the problem.



SC.7.7.3.D Apply scientific principles to **design** a method for monitoring and increasing positive human impact on the environment.

## SC.7.8 Matter and Energy in Organisms and Ecosystems

SC.7.8.4 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.7.8.4.A **Construct a scientific explanation** based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. Assessment does not include the biochemical mechanisms of photosynthesis.



*NE food webs*



SC.7.8.4.B **Develop a model** to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. Assessment does not include details of the chemical reactions for photosynthesis or respiration.



SC.7.8.4.C **Analyze and interpret data** to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.



*NE plants and animals*



SC.7.8.4.D **Develop a model** to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Assessment does not include the use of chemical reactions to describe the processes.



*NE ecosystems*



SC.7.8.4.E **Construct an argument** supported by evidence that changes to physical or biological components of an ecosystem affect populations.



*NE ecosystems*

### SC.7.13 Earth's Systems

SC.7.13.5 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter associated with Earth's materials and processes.



SC.7.13.5.A **Develop a model** to describe the cycling of Earth's materials and the flow of energy that drives this process. Assessment does not include the identification and naming of minerals.



SC.7.13.5.B **Construct a scientific explanation** based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.



*NE resources*



SC.7.13.5.C **Construct an argument** supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.



*Food security and NE agriculture*

### SC.7.14 History of Earth

SC.7.14.6 Gather, analyze, and communicate evidence to explain Earth's history.



SC.7.14.6.A **Construct an explanation** based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.



*NE geographic features*



SC.7.14.6.B **Analyze and interpret data** on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. Paleomagnetic anomalies in oceanic and continental crust are not assessed.



SC.7.14.6.C **Analyze and interpret data** on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

# 8TH GRADE

The eighth grade standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## How can one describe physical interactions between objects and within systems of objects?

Students will be expected to apply Newton's Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while other repel.

## How does the energy of an object change related to its mass, speed, and position in a system?

Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions.

## What are the characteristic properties of waves and how can they be used?

Students are expected to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information.

## What factors cause genes to change and how does that affect the structure and

## function of organisms?

Students are expected to understand the ways humans can select for specific traits, the role of technology, genetic modification, and the nature of ethical responsibilities related to selective breeding.

## How does genetic variation among organisms in a species affect survival and reproduction? How does the environment influence genetic traits in populations over multiple generations?

Students are expected to analyze data from the fossil record to describe evidence of the history of life on Earth and can construct explanations for similarities in organisms. They have a beginning understanding of the role of variation in natural selection and how this leads to speciation.

## What is Earth's place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses?

Students are expected to examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons.

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## SC.8.1 Forces and Interactions

SC.8.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.8.1.1.A Apply Newton's Third Law to **design a solution** to a problem involving the motion of two colliding objects. Assessment is limited to vertical or horizontal interactions in one dimension.



SC.8.1.1.B **Develop a model** to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.



SC.8.1.1.C **Plan an investigation** to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time; does not include use of trigonometry.



**SC.8.1.1.D Ask questions** about data to determine the factors that affect the strength of electrical and magnetic forces. Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.



**SC.8.1.1.E Construct and present arguments** using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects. Assessment does not include Newton's Law of Gravitation or Kepler's Laws.



**SC.8.1.1.F Conduct an investigation** and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact. Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

## SC.8.2 Waves and Electromagnetic Radiation

SC.8.2.2 Gather, analyze, and communicate evidence of waves and electromagnetic radiation.



**SC.8.2.2.A Use mathematical representations** to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. Assessment does not include electromagnetic waves and is limited to standard repeating waves.



**SC.8.2.2.B Develop and use a model** to describe that waves are reflected, absorbed, or transmitted through various materials. Assessment is limited to qualitative applications pertaining to light and mechanical waves.



**SC.8.2.2.C Integrate qualitative scientific and technical information** to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals. Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

## SC.8.4 Energy

SC.8.4.3 Gather, analyze, and communicate evidence of energy.



**SC.8.4.3.A Construct and interpret graphical displays of data** to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.



**SC.8.4.3.B Develop a model** to describe that when the arrangement of objects interacting at a distance changes, then different amounts of potential energy are stored in the system. Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

## SC.8.9 Heredity: Inheritance and Variation of Traits

SC.8.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



**SC.8.9.4.A Develop and use a model** to describe why structural changes to genes (mutations) may result in harmful, beneficial, or neutral effects to structure and function of organisms. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.



**SC.8.9.4.B Gather and synthesize information** about technologies that have changed the way humans influence inheritance of desired traits in organisms.



*NE agriculture practices*

## SC.8.10 Natural Selection and Adaptations

SC.8.10.5 Gather, analyze, and communicate evidence of natural selection and adaptations.



SC.8.10.5.A **Analyze and interpret data** for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. Assessment does not include the names of individual species or geological eras in the fossil record.



*NE Geological History*



SC.8.10.5.B **Apply scientific ideas to construct an explanation for the anatomical similarities and differences** among and between modern and fossil organisms to infer evolutionary relationships.



*NE Geological History*



SC.8.10.5.C **Construct an explanation** based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.



SC.8.10.5.D **Use mathematical representations** to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. Assessment does not include Hardy Weinberg calculations.



*NE plants and animals*

## SC.8.11 Space Systems

SC.8.11.6 Gather, analyze, and communicate evidence of the interactions among bodies in space.



SC.8.11.6.A **Develop and use a model** of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.



SC.8.11.6.B **Develop and use a model to describe** the role of gravity in the motions within the galaxy and the solar system. Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of planets as viewed from Earth.



SC.8.11.6.C **Analyze and interpret data** to determine scale properties of objects in the solar system. Assessment does not include recalling facts about properties of the planets and other solar system bodies.

## SC.8.14 History of Earth

SC.8.14.7 Gather, analyze, and communicate evidence to explain Earth's history.



SC.8.14.7.A **Construct a scientific explanation** based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. Assessment does not include recalling the names of specific periods or epochs and events within them.



*NE Geological history*

# HS Physical Sciences

The physical science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## How can one explain the structure and properties of matter?

Students are expected to develop understanding of the substructure of atoms and provide more mechanistic explanations of the properties of substances. Students are able to use the periodic table as a tool to explain and predict the properties of elements.

## How do substances combine or change (react) to make new substances? How does one characterize and explain these reactions and make predictions about them?"

Students will be able to explain important biological and geophysical phenomena. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems.

## How can one explain and predict interactions between objects and within systems of objects?

Students are expected to build an understanding of forces and interactions, total momentum of a

system of objects is conserved when there is no net force on the system, and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

## How is energy transferred and conserved?

Students are expected to develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields.

## How are waves used to transfer energy and send and store information?

Students are expected to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales.

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## SC.HS.1 Forces and Interactions

SC.HS.1.1 Gather, analyze, and communicate evidence of forces and interactions.



SC.HS.1.1.A **Analyze data** to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.



SC.HS.1.1.B **Use mathematical representations** to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Assessment is limited to systems of two macroscopic bodies moving in one dimension.



*NE roadside and highway safety*



**SC.HS.1.1.C Apply science and engineering ideas to design, evaluate, and refine** a device that minimizes the force on a macroscopic object during a collision. Assessment is limited to qualitative evaluations and/or algebraic manipulations.



**SC.HS.1.1.D Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Assessment is limited to systems with two objects.



**SC.HS.1.1.E Plan and conduct an investigation** to provide evidence that an electrical current can produce a magnetic field and that a changing magnetic field can produce an electrical current. Assessment is limited to designing and conducting investigations with provided materials and tools.



*NE energy producers*

## SC.HS.2 Waves and Electromagnetic Radiation

SC.HS.2.2 Gather, analyze, and communicate evidence of the interactions of waves.



**SC.HS.2.2.A Use mathematical representations** to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. Assessment is limited to algebraic relationships and describing those relationships qualitatively.



**SC.HS.2.2.B Evaluate questions** about the advantages of using digital transmission and storage of information.



**SC.HS.2.2.C Evaluate the claims, evidence, and reasoning** behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. Assessment does not include using quantum theory.



**SC.HS.2.2.D Evaluate the validity and reliability of claims** in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. Assessment is limited to qualitative descriptions.



**SC.HS.2.2.E Communicate technical information** about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Assessments are limited to qualitative information. Assessments do not include band theory.

## SC.HS.3 Structure and Properties of Matter

SC.HS.3.3 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



**SC.HS.3.3.A Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



*NE Geology*



**SC.HS.3.3.B Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Assessment does not include Raoult's law calculations of vapor pressure.



**SC.HS.3.3.C Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.



*NE Geologic history and nuclear power production*



**SC.HS.3.3.D Communicate scientific and technical information** about why the molecular-level structure is important in the functioning of designed materials. Assessment is limited to provided molecular structures of specific designed materials.



*NE manufacturers*

## SC.HS.4 Energy

SC.HS.4.4 Gather, analyze, and communicate evidence of the interactions of energy.



**SC.HS.4.4.A Create a computational model** to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.



**SC.HS.4.4.B Develop and use models** to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).



**SC.HS.4.4.C Design, build, and refine a device** that works within given constraints to convert one form of energy into another form of energy.

Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.



*NE energy producers*



**SC.HS.4.4.D Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.



**SC.HS.4.4.E Plan and conduct an investigation** to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Assessment is limited to investigations based on materials and tools provided to students.



**SC.HS.4.4.F Develop and use a model** of two objects interacting through electrical or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Assessment is limited to systems containing two objects.

## SC.HS.5 Chemical Reactions

SC.HS.5.5 Gather, analyze, and communicate evidence of chemical reactions.



SC.HS.5.5.A **Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Assessment is limited to chemical reactions involving main group elements and combustion reactions.



*NE energy and ethanol production*



SC.HS.5.5.B **Develop a model** to illustrate that the release or absorption of energy from a chemical reaction system depends on the changes in total bond energy. Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.



*NE energy and ethanol production*



SC.HS.5.5.C **Apply scientific principles** and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.



*NE energy and ethanol production*



SC.HS.5.5.D **Refine the design** of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium. Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.



*NE energy and ethanol production*



SC.HS.5.5.E **Design a solution** to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.



SC.HS.5.5.F **Use mathematical representations** to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. Assessment does not include complex chemical reactions.



*NE energy and ethanol production*

# HS Life Sciences

The life science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interest and current topics that may include but are not limited to:

## How do the structures of organisms enable life's functions?

Students are expected to investigate explanations for the structure and function of cells as the basic units of life, the hierarchical systems of organisms, and the role of specialized cells for maintenance and growth. Students will demonstrate understanding of how systems of cells function together to support the life processes.

## How are the characteristics from one generation related to the previous generation?

High school students demonstrate understanding of the relationship of DNA and chromosomes in the processes of cellular division that pass traits from one generation to the next. Students can determine why individuals of the same species vary in how they look, function, and behave. Ethical issues related to genetic modification of organisms and the nature of science can be described.

## How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?

Students will be expected to develop understanding of organisms' interactions with each other and their physical environment, how

organisms obtain resources, change the environment, and how these changes affect both organisms and ecosystems. Students will use mathematical concepts to construct explanations for the role of energy in the cycling of matter in organisms and ecosystems.

## How do organisms interact with the living and non-living environment to obtain matter and energy?

Students will be expected to investigate the role of biodiversity in ecosystems and the role of animal behavior on survival of individuals and species. Students will develop increased understanding of interactions among organisms and how those interactions influence the dynamics of ecosystems.

## How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?

Students will be expected to demonstrate understanding of the factors causing natural selection and the process of evolution of species over time. They demonstrate understanding of how multiple lines of evidence contribute to the strength of scientific theories of natural selection and evolution

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## SC.HS.6 Structure and Function

SC.HS.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HS.6.1.A **Construct an explanation** based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.



*NE agricultural practices*



**SC.HS.6.1.B Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Assessment does not include interactions and functions at the molecular or chemical reaction level.



**SC.HS.6.1.C Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Assessment does not include the cellular processes involved in the feedback mechanism.



*NE agricultural practices*



**SC.HS.6.1.D Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

## SC.HS.7 Interdependent Relationships in Ecosystems

SC.HS.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



**SC.HS.7.2.A Use mathematical and/or computational representations to support explanations** of factors that affect carrying capacity of ecosystems at different scales. Assessment does not include deriving mathematical equations to make comparisons.



**SC.HS.7.2.B Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Assessment is limited to provided data.



**SC.HS.7.2.C Evaluate the claims, evidence, and reasoning** that the interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.



*NE river systems and ecosystems*



**SC.HS.7.2.D Evaluate the evidence** for the role of group behavior on individual and species' chances to survive and reproduce.



**SC.HS.7.2.E Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity.



*NE native species, conservation organizations, agriculture practices*



**SC.HS.7.2.F Use a computer simulation** to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Assessment is limited to testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

## SC.HS.8 Matter and Energy in Organisms and Ecosystems

SC.HS.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.



SC.HS.8.3.A **Use a model to illustrate how** photosynthesis transforms light energy into stored chemical energy. Assessment does not include specific biochemical steps.



SC.HS.8.3.B **Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form the four basic macromolecules. Assessment does not include the details of the specific chemical reactions or identification of macromolecules.



SC.HS.8.3.C **Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules are broken and bonds in new compounds are formed resulting in a net transfer of energy. Assessment should not include identification of the steps or specific processes involved in cellular respiration.



SC.HS.8.3.D **Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.



*NE ethanol production*



SC.HS.8.3.E **Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.



*NE agricultural practices*



SC.HS.8.3.F **Develop a model to illustrate the role** of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Assessment does not include the specific chemical steps of photosynthesis and respiration.

## SC.HS.9 Heredity: Inheritance and Variation of Traits

SC.HS.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HS.9.4.A. **Develop and use a model** to explain the relationships between the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



*NE agricultural practices*



SC.HS.9.4.B **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Assessment does not include the phases of meiosis or the molecular mechanism of specific steps in the process.



*NE plants and animals*



SC.HS.9.4.C **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Assessment does not include Hardy-Weinberg calculations.



*NE plants and animals*

## SC.HS.10 Biological Evolution

SC.HS.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HS.10.5.A **Communicate scientific** information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.



*NE fossil record*



SC.HS.10.5.B **Construct an explanation** based on evidence that natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.



*NE plants and animals*



SC.HS.10.5.C **Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.



*NE plants and animals*



SC.HS.10.5.D **Construct an explanation** based on evidence for how natural selection leads to adaptation of populations.



SC.HS.10.5.E **Evaluate the evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.



*NE plants and animals*

# HS Earth and Space Sciences

The earth and space science standards and indicators help students gather, analyze, and communicate evidence as they formulate answers to questions tailored to student interests and current topics that may include but are not limited to:

## What is the universe and what goes on in stars? What are the predictable patterns caused by Earth’s movement in the solar system?

Students examine the processes governing the formation, evolution, and workings of the solar system and universe in order to understand how matter in the universe formed and how short-term changes in the behavior of the sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing data that support theories of the formation of the solar system and universe.

## How do people reconstruct and date events in Earth’s planetary history? Why do the continents move?

Students can construct explanations for the scales of time over which Earth processes operate. An important aspect of the earth and space sciences involves making inferences about events in Earth’s history based on a data record that is increasingly incomplete the farther one goes back in time.

## How do the properties and movements of water shape Earth’s surface and affect its systems?

Students develop models and explanations for

the ways that feedbacks between different Earth systems control the appearance of Earth’s surface. Central to this is the tension between internal systems, which are largely responsible for creating and at Earth’s surface and the sun-driven surface systems that tear down land through weathering and erosion. Students understand the role water plays in affecting weather and understand chemical cycles in Earth’s systems.

## What regulates weather and climate?

Students understand the system interactions that control weather and climate. Students can understand the analysis and interpretation of different kinds of geoscience data allow student to construct explanations for the many factors that drive climate change over a wide range of timescales.

## How do humans depend on Earth’s resources? How do people model and predict the effects of human activities?

Students understand the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities.

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## SC.HS.11 Space Systems

SC.HS.11.1. Gather, analyze, and communicate evidence to defend that the universe changes over time.



SC.HS.11.1.A **Develop a model** based on evidence to illustrate the stages of stars, like the sun, and the role of nuclear fusion in the sun’s core to release energy that eventually reaches Earth in the form of radiation. Assessment does not include details of the atomic and sub-atomic processes involved with the sun’s nuclear fusion.



SC.HS.11.1.B **Construct an explanation** of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.



SC.HS.11.1.C **Communicate scientific ideas** about the way stars, throughout their stellar stages, produce elements. Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.



**SC.HS.11.1.D Use mathematical or computational representations to predict** the motion of orbiting objects in the solar system. Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

## SC.HS.12 Weather and Climate

**SC.HS.12.2** Gather, analyze, and communicate evidence to support that Earth's climate and weather are influenced by energy flow through Earth systems.



**SC.HS.12.2.A Construct an explanation based on evidence** for how the sun's energy moves among Earth's systems.



**SC.HS.12.2.B Use a model** to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.



**SC.HS.12.2.C Analyze geoscience data** and the results from global climate models to make an evidence-based forecast of the current rate and scale of global or regional climate changes.



**SC.HS.12.2.D Evaluate the validity and reliability** of past and present models of Earth conditions to make projections of future climate trends and their impacts.

## SC.HS.13 Earth's Systems

**SC.HS.13.3** Gather, analyze, and communicate evidence to defend the position that Earth's systems are interconnected and impact one another.



**SC.HS.13.3.A Analyze geoscience data** to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.



**SC.HS.13.3.B Develop a model** based on evidence of Earth's interior to describe the cycling of matter.



**SC.HS.13.3.C Construct an argument based on evidence** to explain the multiple processes that cause Earth's plates to move.



**SC.HS.13.3.D Plan and conduct an investigation** of the properties of water and their effects on Earth materials, surface processes, and groundwater systems.



**SC.HS.13.3.E Develop a quantitative model** to describe the cycling of carbon and other nutrients among the hydrosphere, atmosphere, geosphere, and biosphere, today and in the geological past.

## SC.HS.14 History of Earth

SC.HS.14.4 Gather, analyze, and communicate evidence to interpret Earth's history.



SC.HS.14.4.A **Evaluate evidence** of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the differences in age, structure, and composition of crustal and sedimentary rocks.



SC.HS.14.4.B **Apply scientific reasoning** and evidence from ancient Earth materials, meteorites, and other planetary surfaces to reconstruct Earth's formation and early history.



SC.HS.14.4.C **Develop a model** to illustrate how Earth's internal and surface processes operate over time to form, modify, and recycle continental and ocean floor features. Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.



*NE water systems and surface processes*



SC.HS.14.4.D **Construct an argument** based on evidence to validate coevolution of Earth's systems and life on Earth. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

## SC.HS.15 Sustainability

SC.HS.15.5 **Gather, analyze, and communicate evidence** to describe the interactions between society, environment, and economy.



SC.HS.15.5.A **Construct an explanation based on evidence** for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.



*NE historical events*



SC.HS.15.5.B **Evaluate competing design solutions** for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.



SC.HS.15.5.C **Create a computational simulation** to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.



*NE resource management*



SC.HS.15.5.D **Evaluate or refine a technological solution** that increases positive impacts of human activities on natural systems.



SC.HS.15.5.E **Evaluate a solution to a complex real-world problem** based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.



SC.HS.15.5.F **Use a computational representation** to illustrate the relationships among Earth systems and the degree to which those relationships are being modified due to human activity. Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

## Plus Standards (Optional)

The High School Plus (HSP) standards represent advanced science topics designed to enhance the rigor of general science curricula or supplement additional advanced science courses. The standards were developed using postsecondary syllabi from entry level science courses for science majors (e.g. UNL LIFE 120, CHEM 109). Introducing the content to high school students will scaffold their learning providing a bridge between high school science coursework and postsecondary level coursework.

## Physics

### SC.HSP.1 Forces, Interactions, and Motion

SC.HSP.1.1 Gather, analyze, and communicate evidence of forces, interactions, and motion.



**SC.HSP.1.1.A Generate and interpret mathematical and graphical representations** to describe the relationships between position, velocity, acceleration and time. Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to no acceleration and objects undergoing a constant acceleration, including projectile motion, free fall, and circular motion. Examples should also include both average and instantaneous velocities. Assessment is limited to one and two-dimensional motion and to objects moving at non-relativistic speeds.



**SC.HSP.1.1.B Use mathematical and pictorial models** as applied to Newton's second law of motion describing the relationship among the net force on a macroscopic object, its mass, and its acceleration. Examples include drawing and using free body diagrams to analyze the net force on the object and the resulting motion; vectors including decomposition and recomposition, addition and subtraction. Assessment is limited to two-dimensional motion.



**SC.HSP.1.1.C Use mathematical representations of momentum** to predict the outcome of a collision. Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. **Assessment is limited to quantitative analysis of systems of two macroscopic bodies moving in one-dimension and qualitative analysis of multiple macroscopic bodies moving in two or three-dimensions.**



**SC.HSP.1.1.D Apply scientific and engineering ideas** to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it by applying the impulse-momentum theorem. Examples of a device could include a football helmet or an airbag. **Assessment is limited to qualitative evaluations and/or algebraic manipulations.**



**SC.HSP.1.1.E Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**

### SC.HSP.2 Waves, Electromagnetic Radiation, and Optics

SC.HSP.2.2 Gather, analyze, and communicate evidence of the interactions of waves and optics.



**SC.HSP.2.2.A Use mathematical representations** to describe the relationships among the frequency, wavelength, and speed of waves traveling in various media. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth. Examples also include descriptive changes in observed frequency based on relative motion of observer or source (Doppler effect). **Assessment is limited to algebraic relationships and describing those relationships qualitatively.**



**SC.P.2.2.B Develop and use models to predict interactions of** longitudinal and transverse waves in various media. Examples could include P, S and Surface seismic waves, water waves, and waves on a spring. Emphasis is on structure and function of waves.



**SC.HSP.2.2.C Develop and use models to describe the behavior of light at the boundary of various media.** Emphasis is on both geometric (ray diagrams) and algebraic models (mirror and thin lens equation, Snell's Law).



**SC.HSP.2.2.D Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.** Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, photoelectric effect and the idea that photons associated with different frequencies of light have different energies. **Assessment includes qualitative and quantitative models of light.**



**SC.HSP.2.2.E Use evidence to support explanations for causes of emission and absorption spectra of electromagnetic radiation.** Emphasis is on the idea that photons associated with different frequencies of light have different energies. This could include the displacement and broadening of spectral lines (redshift and blueshift). Examples could include different elements absorb or emit specific frequencies of light. Assessment is limited to qualitative descriptions.



**SC.HSP.2.2.F Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.** Examples could include solar cells capturing light and converting it to electricity; medical imaging; communications technology; lasers. **Assessments are limited to qualitative information. Assessments do not include band theory.**

## SC.HSP.4 Energy: Physics

SC.HSP.4.3 Gather, analyze, and communicate evidence of the interactions of energy.



**SC.HSP.4.3.A Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.** Emphasis is on explaining the meaning of mathematical expressions used in the model including the Work-Energy theorem. **Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.**



**SC.HSP.4.3.B Plan and conduct an investigation to rate the power and efficiency used in performing work on a system.** Emphasis is on the quantitative determination of power in interactions. Examples could include use of pulleys and electric motors.



**SC.HSP.4.3.C Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.**

Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, generators, heat engines and heat pumps. Examples of constraints could include use of renewable energy forms and efficiency. **Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.**



**SC.HSP.4.3.D Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.** Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.



**SC.HSP.4.3.E Plan and conduct an investigation** to provide evidence for the transfer of thermal energy within a system based on the Laws of Thermodynamics. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually, such as changes in entropy of a system. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water, changes from kinetic to thermal energy, and heat engines and heat pumps. **Assessment is limited to investigations based on materials and tools provided to students.**



**SC.HSP.4.3.F Develop and use a model** of two objects interacting through gravitational, electric, or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other. **Assessment is limited to systems containing two objects.**

## SC.HSP.16 Electricity and Magnetism

SC.HSP.16.4 Gather, analyze, and communicate evidence of electricity and magnetism.



**SC.HSP.16.4.A Use mathematical representations** of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Emphasis is on both quantitative and conceptual descriptions of forces from gravitational and electric sources. **Assessment can be expanded to systems with multiple objects.**



**SC.HSP.16.4.B Use models** to visualize and describe gravitational, magnetic and electrical fields and predict resulting forces on nearby objects. Examples of fields include point charges, charged parallel plates/rings/spheres, and bar magnets. Also could include electromagnetic forces, such as the magnetic force acting on a moving charge. **Assessment is limited to descriptive analysis of the fields and the forces they produce.**



**SC.HSP.16.4.C Use mathematical representations** to provide evidence that describes and predicts relationships between power, current, voltage, and resistance. Emphasis is on insulators and conductors accounting for Ohm's Law, total resistance for combinations of resistors and  $P=IV$ .



**SC.HSP.16.4.D Evaluate competing design solutions** for construction and use of electrical consumer products accounting for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Examples could include efficiency of light bulbs (visible intensity vs. power) and thermal energy limits of wire.



**SC.HSP.16.4.E Obtain and communicate technical information** about how some technological devices use alternating current and others use direct current. Examples could include why public utilities use AC while many devices use DC and energy loss in transmission of electricity.



**SC.HSP.16.4.F Design a solution** to a problem using the fact that an electric current can produce a magnetic field and/or that a changing magnetic field can produce an electric current. Emphasis is on both quantitative and conceptual descriptions of electric and magnetic fields. Examples include designing a generator, motor or transformer. **Assessment is limited to systems with two objects.**



**SC.HSP.16.4.G Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include analysis of renewable energy systems for electricity generation and the effect of autonomous electric cars on the economy, society and the environment.

# Chemistry

## SC.HSP.3 Structure and Properties of Matter

SC.HSP.3.1 Gather, analyze, and communicate evidence of the structure, properties, and interactions of matter.



SC.HSP.3.1.A **Use the periodic table as a model** to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Assessment does not include quantitative understanding of ionization energy beyond relative trends.



SC.HSP.3.1.B **Plan and conduct an investigation** to gather evidence to compare the structure of substances at the macro scale to infer the strength of electrical forces between particles. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole. **Assessment does not include Raoult's law calculations of vapor pressure.**



SC.HSP.3.1.C **Develop and use models** to predict and explain forces that are in and between molecules. Examples of intramolecular forces include bond type, polarity of bonds and, resonance structures. Examples of intermolecular forces include hydrogen bonds, dipole-dipole.



SC.HSP.3.3.D **Evaluate a solution** to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. Examples could include the effects of concentration of solutions on the freezing/boiling point (melting of ice on roadways), aspartame and caffeine in beverages, fluoride in drinking water.



SC.HSP.3.3.E **Develop models** to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. **Assessment is limited to alpha, beta, and gamma radioactive decays.**



SC.HSP.3.3.F **Develop and use models** to describe and predict mechanisms of the quantum mechanical model of the atom. Examples of representation include Aufbau Diagram, Hund's Rule, Pauli Exclusion, and orbital shapes, Hybridization of orbitals, and electron configuration.



SC.HSP.3.3.G **Evaluate the evidence** supporting claims about how atoms absorb and emit energy in the form of electromagnetic radiation. Examples include using mathematical relationships to demonstrate the relationship between observed light spectrum, wavelength of light and emission spectrum.



SC.HSP.3.3.H **Use mathematical representations** to quantify matter through the analysis of patterns in chemical compounds at different scales. Emphasis is on the mole concept, empirical formula, molecular formula, percent composition, and law of constant composition.

## SC.HSP.4 Energy: Chemistry

SC.HSP.4.2 Gather, analyze, and communicate evidence of the interactions of energy.



SC.HSP.4.2.A **Use statistical and mathematical techniques** to describe qualitative and quantitative thermodynamic relationships. Thermodynamic relationships may include: Enthalpy, Hess's Law, Heats of Formation. Examples of data displays or graphs could include energy diagrams to communicate bond energies of products or reactants. Lab investigations may include calorimetry.



SC.HSP.4.2.B **Plan and conduct an investigation** to gather evidence of how the Kinetic Molecular Theory and gas laws are related. Examples include Dalton's Law of particle pressures, Graham's Law of Diffusion and Effusion, and empirical gas laws.



**SC.HSP.4.2.C Analyze and interpret data** to explain changes in energy within a system and/or energy flows in and out of a system. Emphasis is on the use of mathematical expressions to describe the change in energy within the system. Investigations could include electrochemistry (electrolysis).



**SC.HSP.4.2.D Analyze a major global challenge** to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. Examples could include alternative energies, carbon footprint, and crude oil refining process.

## SC.HSP.5 Chemical Reactions

SC.HSP.5.3 Gather, analyze, and communicate evidence of chemical reactions.



**SC.HSP.5.3.A Plan and conduct an investigation** to generate evidence that answers scientific questions related to changes in solution chemistry. Examples include titrations, solubility, and Le Chatelier's Principle



**SC.HSP.5.3.B Use a model** to identify electron transfer and balance a redox reaction. Emphasis would be on using half reaction method for balancing equations and understanding electron transfer. Examples include electrochemical cells and electroplating.



**SC.HSP.5.3.C Use mathematical and/or computational representations** to predict and explain relationships within chemical systems. Examples include stoichiometric calculations, gas stoichiometry, limiting reactant, empirical formula/molecular formula calculations, % comp % yield.



**SC.HSP.5.3.D Use mathematical representations** to analyze the proportion and quantity of particles in solution. Emphasis is on molarity and developing net ionic equations.



**SC.HSP.5.3.E Plan and conduct an investigation** to predict the outcome of a chemical reaction based on patterns of chemical properties. Examples of reaction types could include single replacement, double replacement, etc. Examples of patterns could include the use of solubility rules, activity series.



**SC.HS.5.3.F Construct and revise an explanation** for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

# Biology

## SC.HSP.6 Structure and Function

SC.HSP.6.1 Gather, analyze, and communicate evidence of the relationship between structure and function in living things.



SC.HSP.6.1.A **Construct an explanation** based on evidence for how the sequence of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.



SC.HSP.6.1.B **Develop and use a model** to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system. **Assessment does not include interactions and functions at the molecular level.**



SC.HSP.6.1.C **Plan and conduct an investigation** to provide evidence that feedback mechanisms maintain homeostasis. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.



SC.HSP.6.1.D **Use a model** to illustrate the role of cell signaling and cell communication in producing and maintaining cellular functions within organisms. Emphasis is on conceptual understanding of the types of cell signals, signal reception, signal transduction, and types of cellular responses.



SC.HSP.6.1.E **Construct an explanation** based on evidence that plants have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on plant structure, growth, and development, nutrient uptake and transport, plant reproduction, and plant responses to internal and external stimuli.



SC.HSP.6.1.F **Construct an explanation** based on evidence that animals have structures that function to support survival, growth, behavior, and reproduction. Emphasis is on the basic principles of animal form and functions. Examples of basic principles could include animal nutrition, circulation, gas exchange, immunity, osmoregulation and excretion, hormonal and endocrine control, reproduction, development, neural control systems, and animal behavior.

## SC.HSP.7 Interdependent Relationships in Ecosystems

SC.HSP.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.



SC.HSP.7.2.A **Use mathematical and/or computational representations** to support explanations of factors that affect carrying capacity of ecosystems at different scales. Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets. **Assessment does not include deriving mathematical equations to make comparisons.**



SC.HSP.7.2.B **Use mathematical representations** to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.



**SC.HSP.7.2.C Evaluate the claims, evidence, and reasoning** related to the principle that complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.



**SC.HSP.7.2.D Design, evaluate, and refine a solution** for increasing the positive impacts of human activities on the environment and biodiversity.

Examples of human activities can include habitat development and restoration, supporting native pollinators, reducing consumption, rotating crops, using integrated pest management.



**SC.HSP.7.2.E Create or revise a simulation** to test a solution to mitigate the impacts of human activity on biodiversity. Emphasis is on testing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.



**SC.HSP.7.2.F Evaluate evidence for the role of behavior** on individual and species' chances to survive and reproduce. Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of behaviors could include fixed action patterns, imprinting, kinesis, taxis, hibernation, estivation, habituation, spatial learning, associative learning, cognition, foraging behavior, agonistic behavior, altruism, social learning, flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

## SC.HSP.8 Matter and Energy in Organisms and Ecosystems

**SC.HSP.8.3 Gather, analyze, and communicate evidence of the flow of energy and cycling of matter in organisms and ecosystems.**



**SC.HSP.8.3.A Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models



**SC.HSP.8.3.B Construct and revise an explanation** based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other molecules to form amino acids and/or other large carbon-based molecules. Emphasis is on using evidence from models and simulations to support explanations.



**SC.HSP.8.3.C Use a model** to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Emphasis is on the conceptual understanding of the steps or specific processes involved in cellular respiration.



**SC.HSP.8.3.D Construct and revise an explanation** based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Emphasis is on conceptual understanding of the role of metabolism in different environments.



**SC.HSP.8.3.E Use mathematical representations** to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem. **Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.**



SC.HSP.8.3.F **Develop a model** to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Examples of models could include simulations and mathematical models.



SC.HSP.8.3.G **Use models** to illustrate how atomic structure and bonding impact the properties of water and their influence on biological systems. Emphasis is on atomic structure, types of chemical bonds, and properties of water and how those properties influence organisms and ecosystems.



SC.HSP.8.3.H **Construct an explanation** based on evidence for how ATP powers cellular work and for how enzymes affect the rate of and the amount of energy needed for metabolic reactions. Emphasis is on the structure of ATP and how ATP is used to power cellular work by coupling exergonic and endergonic reactions. Emphasis is on how enzymes speed up and/or lower the activation energy needed for metabolic reactions and how the regulation of enzyme activity helps control metabolism.

## SC.HSP.9 Inheritance and Variation of Traits

SC.HSP.9.4 Gather, analyze, and communicate evidence of the inheritance and variation of traits.



SC.HSP.9.4.A **Use a model** to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.



SC.HSP.9.4.B **Ask questions** to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.



SC.HSP.9.4.C **Make and defend a claim** based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Emphasis is on using data to support arguments for the way variation occurs.



SC.HSP.9.4.D **Apply concepts of statistics and probability** to explain the variation and distribution of expressed traits in a population. Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits (examples could include Hardy-Weinberg calculations and chi-square calculations)



SC.HSP.9.4.E **Evaluate evidence** supporting claims that gene regulation can explain the variation and distribution of expressed traits in a population. Emphasis is on the differences in gene expression of multi-cellular organisms, leading to different cell types within organisms and the distribution of traits in a population.



SC.HSP.9.4.F **Construct an explanation** based on evidence for the role of biotechnology in the research and understanding of biological systems. Emphasis is on the evolution of genomes, how biotechnology allows researchers to study the sequence, expression, and function of genes, and the practical applications of biotechnology

## SC.HSP.10 Biological Evolution

SC.HSP.10.5 Gather, analyze, and communicate evidence of biological evolution.



SC.HSP.10.5.A **Communicate scientific information** that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.



**SC.HSP.10.5.B Construct an explanation** based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.



**SC.HSP.10.5.C Apply concepts of statistics and probability** to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations. Examples of basic statistical and graphical analysis could include allele frequency calculations



**SC.HSP.10.5.D Construct an explanation** based on evidence for how natural selection leads to adaptation of populations. Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.



**SC.HSP.10.5.E Evaluate evidence** supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.



**SC.HSP.10.5.F Develop and use models** to illustrate patterns in the evolutionary history of biological diversity. Emphasis is on how the structure and function of bacteria, archaea, protists, fungi, plants, and animals are used in are related in the tree of life.

# Anatomy and Physiology

## SC.HSP.6 Structure and Function: Anatomy & Physiology

SC.HSP.6.2 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *integumentary system*.



SC.HSP.6.2.A **Communicate scientific information** that explains the patterns of organization in the integumentary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.2.B **Ask questions** to clarify the role of various proteins and integumentary system function.



SC.HSP.6.2.C **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the integumentary system.



SC.HSP.6.2.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the integumentary system help maintain homeostasis.



SC.HSP.6.2.E **Construct a scientific explanation** based on evidence for the role of cell division in integumentary system dysfunction.



SC.HSP.6.2.F **Develop and use a model** to explain the relationship between the integumentary system and other body systems. Emphasis is on the endocrine system.



SC.HSP.6.2.G **Construct and revise an explanation** based on evidence for the role of the integumentary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.3 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *skeletal system*.



SC.HSP.6.3.A **Communicate scientific information** that explains the patterns of organization in the skeletal system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.3.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the skeletal system.



SC.HSP.6.3.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the skeletal system help maintain homeostasis.



SC.HSP.6.3.D **Develop and use a model** to explain the order of events necessary for bone formation.



SC.HSP.6.3.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the skeletal system. Evidence could include data obtained from case studies.



SC.HSP.6.3.F **Develop and use a model** to explain the relationship between the skeletal system and other body systems. Include the endocrine system.

SC.HSP.6.4 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *muscular system*.



SC.HSP.6.4.A **Communicate scientific information** that explains the patterns of organization in the muscular system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.4.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the muscular system.



SC.HSP.6.4.C **Construct an argument** based on evidence that muscle contraction is the result of biochemical reactions.



SC.HSP.6.4.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the muscular system help maintain homeostasis. Investigations could include micro stimulation of muscle tissues.



SC.HSP.6.4.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the muscular system. Evidence could include data obtained from case studies.



SC.HSP.6.4.F **Develop and use a model** to explain the relationship between the muscular system and other body systems. Include the endocrine system.



SC.HSP.6.4.G **Construct and revise an explanation** based on evidence for the role of the muscular system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.5 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *nervous system*.



SC.HSP.6.5.A **Communicate scientific information** that explains the patterns of organization in the nervous system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.5.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the nervous system.



SC.HSP.6.5.C **Construct an argument** based on evidence that production of a nerve impulse is the result of biochemical reactions.



SC.HSP.6.5.D **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the nervous system help maintain homeostasis.



SC.HSP.6.5.E **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the nervous system. Evidence could include data obtained from case studies.



SC.HSP.6.5.F **Develop and use a model** to explain the relationship between the nervous system and other body systems. Include the endocrine system.



SC.HSP.6.5.G **Construct and revise an explanation** based on evidence for the role of the nervous system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.6 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *cardiovascular/respiratory systems*.



SC.HSP.6.6.A **Communicate scientific information** that explains the patterns of organization in the cardiovascular/respiratory systems. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.6.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the cardiovascular/respiratory systems.



SC.HSP.6.6.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the cardiovascular/respiratory systems help maintain homeostasis.



SC.HSP.6.6.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the cardiovascular/respiratory systems. Evidence could include data obtained from case studies.



SC.HSP.6.6.E **Develop and use a model** to explain the relationship between the cardiovascular/respiratory systems and other body systems. Include the endocrine and lymphatic systems.



SC.HSP.6.6.F **Construct and revise an explanation** based on evidence for the role of the cardiovascular/respiratory systems in the cycling of matter and flow of energy among body systems.

SC.HSP.6.7 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *digestive system*.



SC.HSP.6.7.A **Communicate scientific information** that explains the patterns of organization in the digestive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.7.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the digestive system.



SC.HSP.6.7.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the digestive system help maintain homeostasis.



SC.HSP.6.7.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the digestive system. Evidence could include data obtained from case studies.



SC.HSP.6.7.E **Develop and use a model** to explain the relationship between the digestive system and other body systems. Include the endocrine and lymphatic systems.



SC.HSP.6.7.F **Construct and revise an explanation** based on evidence for the role of the digestive system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.8 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *urinary system*.



SC.HSP.6.8.A **Communicate scientific information** that explains the patterns of organization in the urinary system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.8.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the urinary system.



SC.HSP.6.8.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the urinary system help maintain homeostasis.



SC.HSP.6.8.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the urinary system. Evidence could include data obtained from case studies.



SC.HSP.6.8.E **Develop and use a model** to explain the relationship between the urinary system and other body systems. Include the endocrine and reproductive systems.



SC.HSP.6.8.F **Construct and revise an explanation** based on evidence for the role of the urinary system in the cycling of matter and flow of energy among body systems.

SC.HSP.6.9 Gather, analyze, and communicate evidence of the relationship between the structures and physiological processes of the *reproductive system*.



SC.HSP.6.9.A **Communicate scientific information** that explains the patterns of organization in the reproductive system. Information could be gathered from dissections, models, simulations, and scientific texts.



SC.HSP.6.9.B **Develop and use a model** to identify and describe the relationship between the structures and physiological processes of the reproductive system. Include spermatogenesis, oogenesis, and menstruation



SC.HSP.6.9.C **Plan and conduct an investigation** to gather evidence that feedback mechanisms in the reproductive system help maintain homeostasis.



SC.HSP.6.9.D **Construct and present arguments** using evidence to support claims about the causes of dysfunction in the reproductive system. Evidence could include data obtained from case studies.



SC.HSP.6.9.E **Develop and use a model** to explain the relationship between the reproductive system and other body systems. Include the endocrine and nervous systems.



SC.HSP.6.9.F **Construct and revise an explanation** based on evidence for the role of the reproductive system in the cycling of matter and flow of energy among body systems.

## SC.HSP.17 Engineering in Health Sciences

SC.HSP.17.1 Gather, analyze, and communicate evidence of the connection between health science careers and engineering.



SC.HSP.17.1.A **Obtain, evaluate, and communicate information** related to health science careers. Examples include researcher, bio-medical engineer, medical professional, technician, manufacturer and distributor, administrator, and data storage and security professional.



SC.HSP.17.1.B **Design a solution** to a complex real-world problem affecting body systems that can be solved through engineering. Solutions could include prosthetics, mobility enhancement, engineered body parts, treatment processes, and disease control.



SC.HSP.17.1.C **Evaluate a solution** to a complex real-world human health problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Solutions could include the effects on the human body or solutions for environmental public health issues.

Appendix A: Topic Progression

<b>Topic \ Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>HS</b>
<b>1</b> Forces & Interactions	<b>SC.K.1</b>			<b>SC.3.1</b>					<b>SC.8.1</b>	<b>SC.HS.1</b>
<b>2</b> Waves & Electro-magnetic Radiation		<b>SC.1.2</b>			<b>SC.4.2</b>				<b>SC.8.2</b>	<b>SC.HS.2</b>
<b>3</b> Structure & Properties of Matter			<b>SC.2.3</b>			<b>SC.5.3</b>		<b>SC.7.3</b>		<b>SC.HS.3</b>
<b>4</b> Energy					<b>SC.4.4</b>		<b>SC.6.4</b>		<b>SC.8.4</b>	<b>SC.HS.4</b>
<b>5</b> Chemical Reactions								<b>SC.7.5</b>		<b>SC.HS.5</b>
<b>6</b> Structure & Function		<b>SC.1.6</b>			<b>SC.4.6</b>		<b>SC.6.6</b>			<b>SC.HS.6</b>
<b>7</b> Inter-dependent Relationships in Ecosystems	<b>SC.K.7</b>		<b>SC.2.7</b>	<b>SC.3.7</b>				<b>SC.7.7</b>		<b>SC.HS.7</b>
<b>8</b> Matter & Energy in Organisms & Ecosystems						<b>SC.5.8</b>		<b>SC.7.8</b>		<b>SC.HS.8</b>
<b>9</b> Heredity: Inheritance & Variation of Traits				<b>SC.3.9</b>			<b>SC.6.9</b>		<b>SC.8.9</b>	<b>SC.HS.9</b>
<b>10</b> Biological Evolution									<b>SC.8.10</b>	<b>SC.HS.10</b>
<b>11</b> Space Systems		<b>SC.1.11</b>				<b>SC.5.11</b>			<b>SC.8.11</b>	<b>SC.HS.11</b>
<b>12</b> Weather & Climate	<b>SC.K.12</b>			<b>SC.3.12</b>			<b>SC.6.12</b>			<b>SC.HS.12</b>
<b>13</b> Earth's Systems			<b>SC.2.13</b>		<b>SC.4.13</b>	<b>SC.5.13</b>	<b>SC.6.13</b>	<b>SC.7.13</b>		<b>SC.HS.13</b>
<b>14</b> History of Earth								<b>SC.7.14</b>	<b>SC.8.14</b>	<b>SC.HS.14</b>
<b>15</b> Sustainability										<b>SC.HS.15</b>

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





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## Introduction

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

## Content Area Standards Overview

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

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

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

## English Language Arts Standards Design

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

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

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

### Coding

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

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

LA= Content Area

K= Kindergarten

F= Foundations of Reading

1= Concepts of Print

a= Indicator

## K-12 Comprehensive English Language Arts Standards

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

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

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

## Text at the Center

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



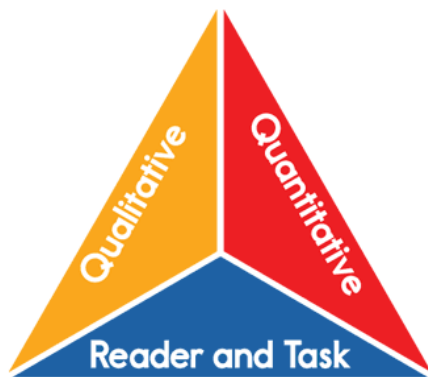
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level,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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## The Nebraska Instructional Materials Collaborative

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



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

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

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

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

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

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

## Social Emotional Learning

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

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



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

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

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

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

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

## Foundations of Reading

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

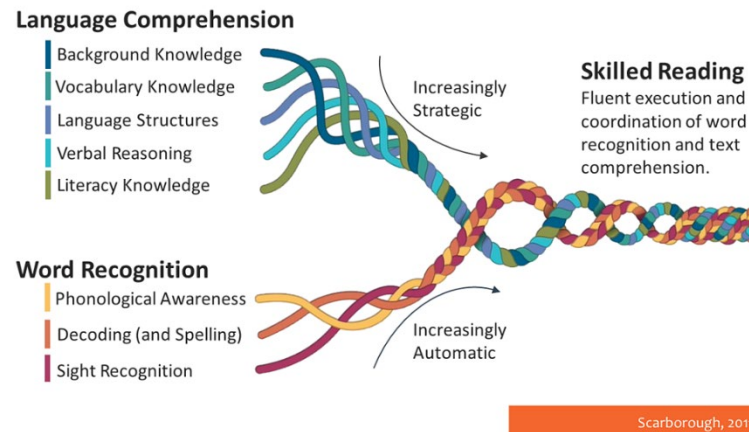
**Concepts of print.** Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

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

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

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

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



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

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

## Key Features of the Standards

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

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

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

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

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

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

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

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

# Kindergarten Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

- a. Segment phonemes orally in single-syllable words.
- b. Demonstrate understanding that syllables are organized around vowel sounds.

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 1 Standards

## ■ FOUNDATIONS OF READING

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

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

- a. Recognize the distinguishing features of a sentence.

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

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

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

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

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

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

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

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

**LA.1.F.3** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 2 Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 3 Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 4 Standards

## FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 5 Standards

## ■ FOUNDATIONS OF READING

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

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

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

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

## ■ VOCABULARY

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

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

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

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

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

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

## ■ Instructional Considerations

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 6 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 7 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## READING INFORMATIONAL TEXT

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

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

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

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

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

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

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

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

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

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

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

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

### Instructional Considerations

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

## **VOCABULARY**

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grade 8 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grades 9-10 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ VOCABULARY

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grades 11-12 Standards

## READING PROSE AND POETRY

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## **READING INFORMATIONAL TEXT**

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ VOCABULARY

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

**LA.12.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

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

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

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

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

### ■ **Instructional Considerations**

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

## ■ WRITING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Instructional Considerations**

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

## ■ SPEAKING AND LISTENING

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

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

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

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

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

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

### ■ **Instructional Considerations**

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

# Grades K-12 Vertical Progressions

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

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

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

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

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

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

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

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

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

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

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

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

## K-12 Reading Comprehension

### Central Ideas and Details: Standard 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<b>Grade</b>	<b>Indicators</b>
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<b>LA.2.FW.1</b> Demonstrate and apply handwriting skills. a. Write legibly using correct formation of letters with automaticity and proper spacing between words.
<b>1</b>	<b>LA.1.FW.1</b> Demonstrate and apply handwriting skills. a. Print all upper and lowercase manuscript letters using correct formation. b. Write the common grapheme (letter or letter group) for each phoneme. c. Use appropriate spacing between letters and words.
<b>K</b>	<b>LA.K.FW.1</b> Demonstrate basic handwriting skills. a. Identify and match upper and lowercase manuscript letters. b. Print many upper and lowercase manuscript letters using reference materials and classroom resources. c. Write left to right and use appropriate spacing between letters and words.

**K-5 Foundations of Writing  
Standard 2**

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

<b>Grade</b>	<b>Indicators</b>
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<b>LA.2.FW.2</b> Demonstrate sound-letter concepts when writing. a. Write common graphemes (letters or letter groups) for each phoneme.
<b>1</b>	<b>LA.1.FW.2</b> Demonstrate sound-letter concepts when writing. a. Segment phonemes in two- and three-phoneme syllables. b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.
<b>K</b>	<b>LA.K.FW.2</b> Demonstrate sound-letter concepts when writing. a. Segment phonemes orally in single-syllable words. b. Demonstrate understanding that syllables are organized around vowel sounds.

**K-12 Writing**  
**Production of Writing: Standard 1**

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

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

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

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

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

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

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

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

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

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

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>8</b>	<p><b>LA.8.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.</li> </ol>

	<p>e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.</p>
<b>7</b>	<p><b>LA.7.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>6</b>	<p><b>LA.6.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>5</b>	<p><b>LA.5.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters.</li> <li>Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.</li> <li>Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>4</b>	<p><b>LA.4.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or character(s).</li> <li>Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.</li> <li>Use transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>3</b>	<p><b>LA.3.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).</li> <li>Include descriptive details about characters, events, or settings.</li> <li>Use words and phrases to signal sequence of events.</li> </ol>

	d. Provide a closure related to the creative or expressive event or experience.
<b>2</b>	<b>LA.2.W.3</b> Write personal or fictional narratives that retell two or more appropriately sequenced events. a. Include relevant details about characters and settings. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>1</b>	<b>LA.1.W.3</b> With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events. a. Include some relevant details. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>K</b>	<b>LA.K.W.3</b> With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

**K-12 Writing**  
**Modes of Writing: Standard 4**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>8</b>	<p><b>LA.8.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.</li> <li>c. Explain and cite relevant evidence from multiple credible sources.</li> <li>d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.</li> <li>e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>f. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ol>
<b>7</b>	<p><b>LA.7.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Explain and cite relevant evidence from multiple credible sources.</li> <li>c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from and supports the argument(s) presented.</li> </ol>

6	<p><b>LA.6.W.4</b> Write arguments that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</li> <li>Use relevant evidence from two or more credible sources.</li> <li>Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
5	<p><b>LA.5.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</li> <li>Use facts and details to support reasons and/or evidence.</li> <li>Use words, phrases, and key vocabulary to connect ideas.</li> <li>Provide a concluding statement or section related to the perspective.</li> </ol>
4	<p><b>LA.4.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>Use facts and details to support reasons and/or evidence.</li> <li>Use linking words and phrases to connect ideas.</li> <li>Provide a concluding statement or section related to the opinion.</li> </ol>
3	<p><b>LA.3.W.4</b> Write opinion pieces with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>Use linking words and phrases to connect opinions and reasons.</li> <li>Provide a concluding statement or section related to the opinion.</li> </ol>
2	<p><b>LA.2.W.4</b> Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide reasons to support the opinion.</li> <li>Provide a concluding statement or section.</li> </ol>
1	<p><b>LA.1.W.4</b> With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide a reason to support the opinion.</li> <li>Provide a sense of closure.</li> </ol>
K	<p><b>LA.K.W.4</b> With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</p>

**K-12 Writing**  
**Modes of Writing: Standard 5**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>8</b>	<p><b>LA.8.W.5</b> Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ol>
<b>7</b>	<p><b>LA.7.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>6</b>	<p><b>LA.6.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>5</b>	<p><b>LA.5.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>4</b>	<p><b>LA.4.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>3</b>	<p><b>LA.3.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the topic.</li> </ul>
<b>2</b>	<p><b>LA.2.W.5</b> Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop a topic with facts, details, and definitions.</li> <li>c. Use words and phrases related to the topic.</li> <li>d. Provide a concluding statement or section.</li> </ul>

<b>1</b>	<b>LA.1.W.5</b> With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details. a. Introduce a topic. b. Develop a topic using supporting facts and details. c. Use words and phrases related to the topic. d. Provide a sense of closure.
<b>K</b>	<b>LA.K.W.5</b> With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

**K-12 Writing**  
**Modes of Writing: Standard 6**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicator
<b>11-12</b>	<p><b>LA.12.W.6</b> Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.6</b> Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>8</b>	<p><b>LA.8.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>7</b>	<p><b>LA.7.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p> <ul style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>6</b>	<p><b>LA.6.W.6</b> Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</p> <ul style="list-style-type: none"> <li>a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>5</b>	<p><b>LA.5.W.6</b> Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <ul style="list-style-type: none"> <li>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

4	<p><b>LA.4.W.6</b> Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and evidence.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
3	<p><b>LA.3.W.6</b> Locate evidence from literary and/or informational text sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information from sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
2	<p><b>LA.2.W.6</b> Locate information from provided sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Retell information from provided sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas and answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Demonstrate academic integrity by referencing sources in writing and speaking.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
1	<p><b>LA.1.W.6</b> With prompting and support, identify information from provided sources to answer a question.</p> <ol style="list-style-type: none"> <li>Retell or recall information from provided sources.</li> <li>Use provided print and/or digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Use provided print and/or digital tools to gather information and ideas and to answer questions.</li> <li>Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</li> </ol>
K	<p><b>LA.K.W.6</b> With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.</p>

**K-12 Speaking and Listening  
Comprehension and Collaboration: Standard 1**

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

<b>11-12</b>	<p><b>LA.12.SL.1</b> Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.1</b> Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.1</b> Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.1</b> Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ol>
<b>6</b>	<p><b>LA.6.SL.1</b> Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</p>

	<ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.1</b> Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.1</b> Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.1</b> Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas and acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.1</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>

<p><b>1</b></p>	<p><b>LA.1.SL.1</b> Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>
<p><b>K</b></p>	<p><b>LA.K.SL.1</b> With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>

**K-12 Speaking and Listening**  
**Presentation of Knowledge and Ideas: Standard 2**

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

<b>11-12</b>	<p><b>LA.12.SL.2</b> Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.2</b> Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political).</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>6</b>	<p><b>LA.6.SL.2</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.2</b> Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.2</b> Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.2</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.2</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Explain the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>1</b>	<p><b>LA.1.SL.2</b> Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. With prompting and support, explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>K</b>	<p><b>LA.K.SL.2</b> With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. Explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>

## Appendix: Key Instructional Shifts for English Language Arts



Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders\* have in the stages of their implementation.

**ELA/Literacy Shift 1: Science of Reading/Foundations of Reading** | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

**Teachers...**

- Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency.
- Provide frequent, meaningful opportunities for practice of newly acquired skills.
- Progress monitor with diagnostic assessments.
- Differentiate instruction for struggling readers.

**School leaders...**

- Provide systematic early literacy training based on the science of reading.
- Provide access to HQIMs and ongoing support for their implementation.
- Create structures that maximize core instruction during literacy blocks.
- Ensure school environments are print-rich.

**Students...**

- Orally practice in phonemic awareness activities.
- Engage in frequent, meaningful practice of emerging skills.
- Read high-quality decodable texts at school and at home.
- Self-select literary and informational texts based on their interests.

**ELA/Literacy Shift 2: Staircase of Complexity** | In order for students to be prepared for the complexity demands of the texts they will encounter in college, career, and personal life, each grade level requires a “step” of growth on the “staircase of complexity.” High-quality, knowledge-building texts that are at or above grade level should form the center of instruction.

**Teachers...**

- Use anchor and supporting texts that increase in complexity over the year.
- Provide frequent, meaningful opportunities for close reading and re-reading.
- Provide rigorous tasks and opportunities to write and speak about content.
- Scaffold instruction for struggling readers.

**School leaders...**

- Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts.
- Provide deep, sustained professional learning on the implementation of HQIMs.
- Create structures for cross-curricular experiences with complex texts.

**Students...**

- Employ strategies for comprehending grade-level texts and their academic language.
- Increase time spent writing about the content of complex texts using academic language.
- Interact meaningfully with complex texts through robust discussion.
- Self-select texts at their own reading level.

**ELA/Literacy Shift 3: Balancing Literary and Informational Texts** | The revised standards reflect the unique but interrelated skills associated with successful comprehension of literary (“Prose and Poetry,”) and informational text types. It is recommended students read a 50-50 balance of literary and informational texts, thereby building their knowledge of the world and content in science, social studies, the arts, and literature.

**Teachers...**

- Provide rich experiences with a variety of text types.
- Explicitly teach the unique characteristics and features of informational text.
- Use thematically-related text sets designed to build deep knowledge of topics.
- Read aloud to students to model expert, fluent reading of text.
- Scaffold instruction for struggling readers.

**School leaders...**

- Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts.
- Provide deep, sustained professional learning on the implementation of high-quality instructional materials.
- Develop structures and professional learning opportunities so that students access complex text in all content areas.

**Students...**

- Read a balance of literary and informational texts across content areas.
- Read a wide range of multimodal texts in which meaning is conveyed through visual, audio, gestural, tactile, and spatial means.
- Build vocabulary through a combination of conversation, direct instruction, and reading.
- Participate in frequent opportunities to write about content and practice the modes and structures of literary and informational text types.

**ELA/Literacy Shift 4: Explicit Writing Instruction** | The *Production of Writing* strand of the revised standards lays out an explicit sequence of evidence-based skills that lead to writing proficiency. The progression emphasizes sentence-level and paragraph composition so that students are able to craft cohesive writing pieces grounded in evidence from complex texts.

**Teachers...**

- Explicitly teach grammar, usage, and mechanic skills in the context of high-quality texts.
- Use high-quality instructional materials that provide a mix of on-demand and process writing tasks.
- Provide frequent opportunities for revising and editing pieces written by self and others.
- Design lessons in which students explicitly examine grammatical structures in meaningful, complex sentences.
- Design instruction in which students experience grammatical conventions in various contexts.

**School leaders...**

- Equip teachers with professional learning, high-quality materials, and evidence-based resources to support their knowledge of language.
- Ensure a district-wide scope and sequence reflects a carefully planned integration of language and content.
- Assess the frequency and quality of direct writing instruction in all classes.
- Support the implementation of formative, interim, and summative assessment that informs instruction.

**Students...**

- Write about the content of complex texts using academic language and conventions appropriate to the task, purpose, and audience.
- Recognize the sentence as the building block of all writing.
- Demonstrate their learning through a variety of written tasks.
- Engage in deliberate practice of emerging skills.
- Learn grammatical concepts through the construction and revision of their own writing and that of others.

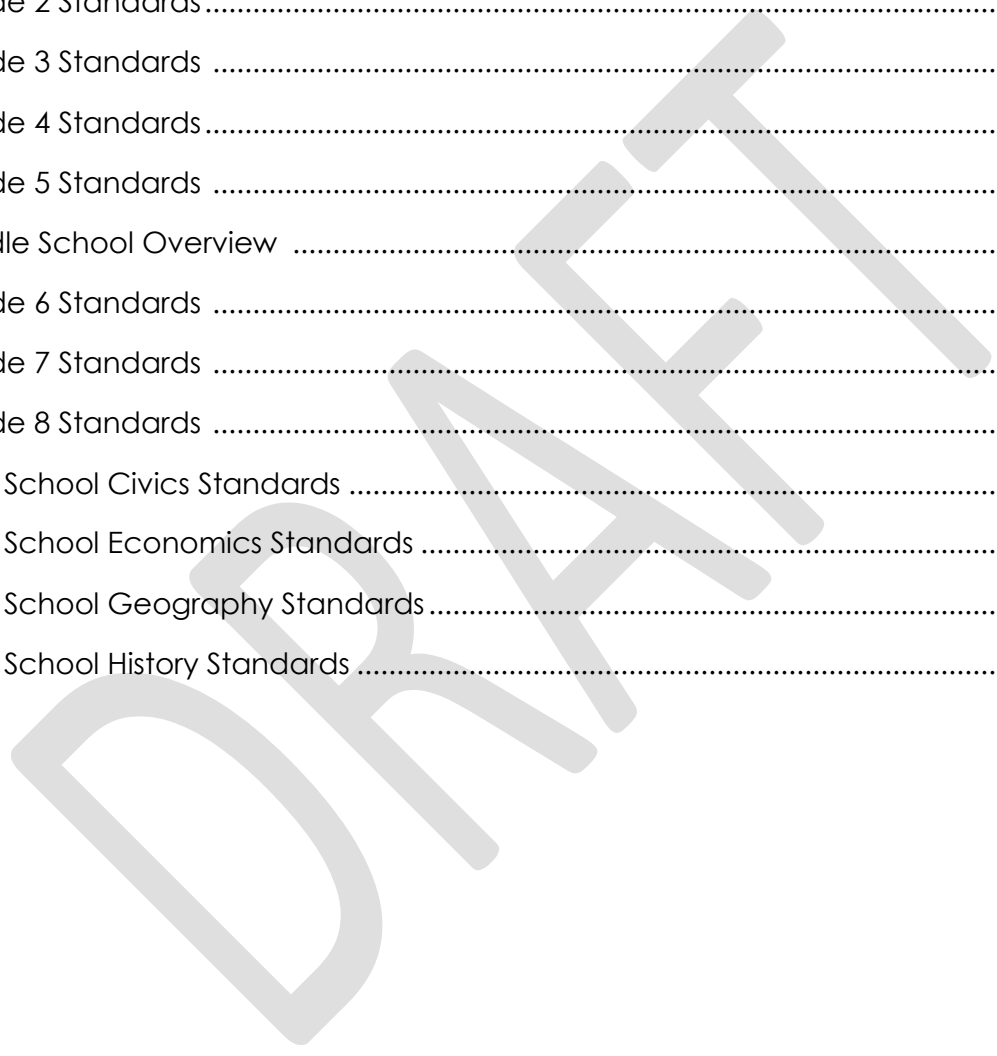
# NEBRASKA SOCIAL STUDIES STANDARDS



# Nebraska Social Studies Standards

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## Content Area Standards

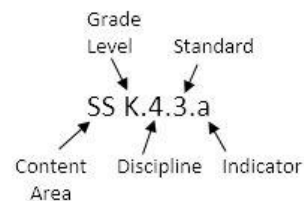
The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## Organization and Structure of Nebraska's Social Studies Standards

The overall structure of Nebraska's Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The "For example..." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



## Kindergarten

### **Grade Level Summary and Theme**

*Myself and Others:* In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

### **Civics**

#### **Forms & Functions of Government**

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

#### **Civic Participation**

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

### **Economics**

#### **Economic Decision Making**

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

**Financial Literacy**

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

**Exchange and Markets**

SS K.2.3 not addressed at this level

**National Economy**

SS K.2.4 not addressed at this level

**Global Economy**

SS K.2.5 not addressed at this level

**Geography**

**Location and Place**

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

**Regions**

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

### **Human-Environment Interaction**

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

### **Movement**

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classroom, family

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

### **Geospatial Skills and Geo-literacy**

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

## **History**

### **Change, Continuity, and Context**

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

### **Multiple Perspectives**

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.  
For example: events that occurred on the playground

### **Historical Analysis and Interpretation**

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.  
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.  
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.  
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

### **Historical Inquiry & Research**

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.  
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.  
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.  
For example: pictures, posters, and oral narratives

## Grade 1

### **Grade Level Summary and Theme**

*Families - Living, Learning, and Working Together:* In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

### **Civics**

#### **Forms and Functions of Government**

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

#### **Civic Participation**

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

## **Economics**

### **Economic Decision Making**

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.  
For example: tradeoff, opportunity cost

### **Financial Literacy**

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases

### **Exchange and Markets**

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.  
For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

### **National Economy**

SS 1.2.4 not addressed at this level

### **Global Economy**

SS 1.2.5 not addressed at this level

## **Geography**

### **Location and Place**

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

## **Regions**

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

## **Human-Environment Interaction**

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

## **Movement**

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: language, religion, food, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: food, language, celebrations

## **Geospatial Skills and Geo-literacy**

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

## History

### **Change, Continuity, and Context**

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

### **Multiple Perspectives**

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

### **Historical Analysis and Interpretation**

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

### **Historical Inquiry & Research**

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

## Grade 2

### **Grade Level Summary and Theme**

*Neighborhood:* In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

### **Civics**

#### ***Forms and Functions of Government***

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

#### ***Civic Participation***

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

## **Economics**

### ***Economic Decision Making***

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

### ***Financial Literacy***

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

### ***Exchange and Markets***

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

### ***National Economy***

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

### ***Global Economy***

SS 2.2.5 not addressed at this level

## **Geography**

### **Location and Place**

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

### **Regions**

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

### **Human-Environment Interaction**

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

### **Movement**

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: food, language, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

### **Geospatial Skills and Geo-literacy**

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

## **History**

### **Change, Continuity, and Context**

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

### **Multiple Perspectives**

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

**Historical Analysis and Interpretation**

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

**Historical Inquiry & Research**

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

## Grade 3

### **Grade Level Summary and Theme**

*Communities Near and Far:* In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

### **Civics**

#### **Forms & Function of Government**

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

#### **Civic Participation**

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

## **Economics**

### ***Economic Decision Making***

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

### ***Financial Literacy***

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

### ***Exchange and Markets***

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

### **National Economy**

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art buffalo, hides, fish

### **Global Economy**

SS 3.2.5 not addressed at this level

## **Geography**

### **Location and Place**

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

### **Regions**

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

### **Human-Environment Interaction**

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

### **Movement**

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: language, religion, food, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

### **Geospatial Skills and Geo-literacy**

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

## **History**

### **Change, Continuity, and Context**

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

### **Multiple Perspectives**

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

### **Historical Analysis and Interpretation**

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

### **Historical Inquiry and Research**

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community..

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: interview a community member, find community resources

## Grade 4

### **Grade Level Summary and Theme**

*Nebraska Studies:* In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

### **Civics**

#### ***Forms & Functions of Government***

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government...

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

#### ***Civic Participation***

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

## **Economics**

### ***Economic Decision Making***

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases; - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

### **Financial Literacy**

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

### **Exchange and Markets**

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

### **National Economy**

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] & GPS [Global Positioning System])

### **Global Economy**

SS 4.2.5 not addressed at this level

## **Geography**

### **Location and Place**

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

### **Regions**

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

### **Human-Environment Interaction**

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestation result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

### **Movement**

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: language, religion, food, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

### **Geospatial Skills and Geo-literacy**

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

## **History**

### **Change, Continuity, and Context**

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

### **Multiple Perspectives**

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

### ***Historical Analysis and Interpretation***

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska History to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

### ***Historical Inquiry & Research***

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

## Grade 5

### **Grade Level Summary and Theme**

*U.S. Studies:* In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

### **Civics**

#### ***Forms & Functions of Government***

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

## **Civic Participation**

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influence government.

For example: George Washington, John Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments

## **Economics**

### **Economic Decision Making**

SS 5.2.1 not addressed at this level

### **Financial Literacy**

SS 5.2.2 not addressed at this level

### **Exchange and Markets**

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

### **National Economy**

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

### **Global Economy**

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

## **Geography**

### **Location and Place**

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

### **Regions**

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

### **Human-Environment Interaction**

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

### **Movement**

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: language, religion, food, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

### **Geospatial Skills and Geo-literacy**

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

## History

### ***Change, Continuity, and Context***

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution..

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual emancipation of slaves in the northern states

### ***Multiple Perspectives***

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

### ***Historical Analysis and Interpretation***

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

### ***Historical Inquiry & Research***

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources.

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

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**Middle School Standards Introduction:** The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
<b>Civics</b>		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
<b>Economics</b>		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 not addressed at this level	SS 8.2.1 not addressed at this level
SS 6.2.2 not addressed at this level	SS 7.2.2 not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 not addressed at this level.	SS 8.2.3 not addressed at this level
SS 6.2.4 not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate decisions made by North American societies
SS 6.2.5 not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	SS 8.2.6 Understand personal and business financial management.

<b>Geography</b>		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 not addressed at this level	SS 8.3.1 not addressed at this level
SS 6.3.2 not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 not addressed at this level
SS 6.3.5 not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 not addressed at this level
<b>History</b>		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

## Grade 6

### **Grade Level Summary and Theme**

*World Studies I:* In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

### **Civics**

#### ***Forms & Functions of Government***

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

S 6.1.1.b Identify the development of written laws and artifacts..

For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

#### ***Civic Participation***

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

## **Economics**

### ***Economic Decision Making***

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes..Use democratic process established in Greece to make a classroom decision.

### ***Financial Literacy***

SS 6.2.2 not addressed at this level

### ***Exchange and Markets***

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

### ***National Economy***

SS 6.2.4 not addressed at this level

### ***Global Economy***

SS 6.2.5 not addressed at this level

## **Geography**

### ***Location & Place***

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

### **Regions**

SS 6.3.2 Not addressed at this level

### **Human Environment Interaction**

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

### **Movement**

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

### **Geospatial Skills and Geo-literacy**

SS 6.3.5 Not addressed at this level

## **History**

### **Change, Continuity, and Context**

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

### **Multiple Perspectives**

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

### **Historical Analysis and Interpretation**

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

### **Historical Inquiry and Research**

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5 a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5 b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5 c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

## Grade 7

### Grade Level Summary and Theme

*World Studies II:* In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

### Civics

#### **Forms & Function of Government**

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

#### **Civic Participation**

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

## **Economics**

### ***Economic Decision Making***

SS 7.2.1 not addressed at this level

### ***Financial Literacy***

SS 7.2.2 not addressed at this level

### ***Exchange and Markets***

SS 7.2.3 Not addressed at this level

### ***National Economy***

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems, examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

### **Global Economy**

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

## **Geography**

### **Location & Place**

SS 7.3.1 Not addressed at this level

### **Regions**

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, language, religion

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

### **Human Environment Interaction**

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

### **Movement**

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including language, religion, food, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

### **Geospatial Skills and Geo-literacy**

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development

## **History**

### **Continuity, Change, and Context**

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism; Silk Road, Trans-Saharan Trade; Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

### **Multiple Perspectives**

SS 7.4.2 Use multiple perspectives to examine the historical, social and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

### **Historical Analysis and Interpretation**

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

### **Historical Inquiry and Research Skills**

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry, Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

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## Grade 8

### **Grade Level Summary and Theme**

*United States History:* In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

### **Civics**

#### **Forms & Functions of Government**

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.  
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.  
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, Anti-trust laws, Homestead Act, Native American Removal

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.  
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.  
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican American War

SS 8.1.1.e Describe how important government principles are shown in American government.  
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.f Analyze the development and significance of political parties in the United States.  
For example: Federalists and Antifederalists

#### **Civic Participation**

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrate ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag song

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

## **Economics**

### ***Economic Decision Making***

SS 8.2.1 Not addressed at this level

### ***Financial Literacy***

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

### ***Exchange and Markets***

SS 8.2.3 Not addressed at this level

## **National Economy**

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

## **Global Economy**

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733, and the Stamp Act of 1765..

## **Geography**

### **Location & Place**

SS 8.3.1 Not addressed at this level

### **Regions**

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**Human Environment Interaction**

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

**Movement**

SS 8.3.4 Not addressed at this level

**Geospatial Skills and Geo-literacy**

SS 8.3.5 Not addressed at this level

**History**

**Continuity, Change, and Context**

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

**Multiple Perspectives**

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

### ***Historical Analysis and Interpretation***

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

### ***Historical Inquiry and Research Skills***

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

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## High School Civics

### **Summary**

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

### ***Forms and Functions of Government***

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations.

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

### **Civic Participation**

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner", "America the Beautiful", Dr. Martin Luther King, Jr. Day & "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag song

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue, students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

## High School Economics

### **Summary**

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

### ***Economic Decision Making***

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

### ***Financial Literacy***

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

SS HS 2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans; investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

### **Exchange and Markets**

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply; changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

### **National Economy**

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law; zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

### **Global Economy**

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

## High School Geography

### **Summary**

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

### ***Location and Place***

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

### ***Regions***

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

**Human-Environment Interactions**

SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

**Movement**

SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

### **Geospatial Skills and Geo-literacy**

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

## High School History

### **Summary**

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

### **United States History (Progressive Era – Present)**

#### ***Change, Continuity and Context***

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, Brown v. Board of Education, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

### **Multiple Perspectives**

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

### **Historical Analysis and Interpretation**

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS 4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

**Historical Inquiry and Research**

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

## World History (500 CE – Present)

### **Change, Continuity, and Context**

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: Emergence of new states and cultures; increased inter-regional trade; colonization and expansion; global interactions; Industrialization; Age of Revolutions; Imperialism; global conflict; Holocaust; globalization; decolonization; Cold War; contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

### **Multiple Perspectives**

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Compare accounts from colonizers and colonized, impact of trade on different population groups.

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

### **Historical Analysis and Interpretation**

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

### **Historical Inquiry and Research**

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

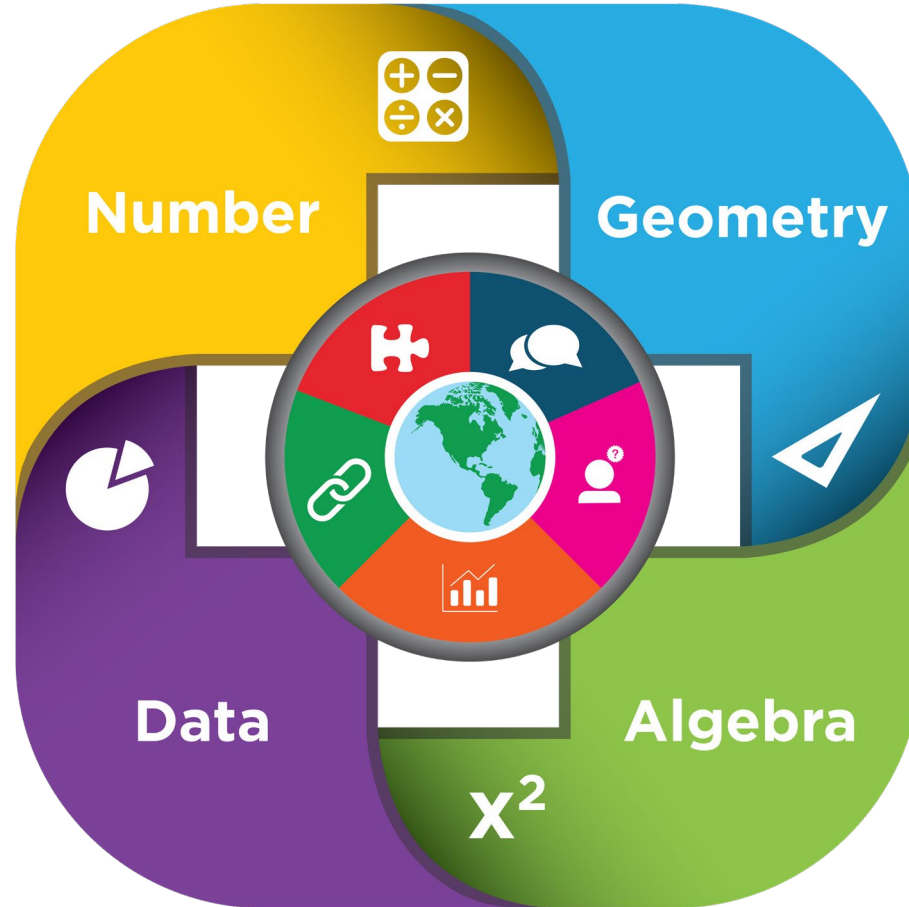
For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"



## Nebraska's College and Career Ready Standards for Mathematics



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## Introduction

College and career readiness for Nebraska’s K-12 students requires content area standards that are clearly defined and increasingly rigorous across grade levels. The standards are designed to ensure all students have access to grade-level mathematics content centered on deep learning of concepts while actively building new knowledge from their experiences. The revised mathematics standards encompass a wide range of essential skills across the strands of Number, Algebra, Geometry, and Data. The standards, both individually and as an integrated whole, describe not only expectations for college and career readiness, but the 21st century mathematical literacies for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska’s students for postsecondary and workforce demands.

## Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The revised mathematics standards, written by teams of Nebraska educators and reviewed by local and national experts, were developed with the following indicators of quality:

**Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.

**Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

**Connected.** Student learning is most effective when it connects knowledge and skills to related topics and authentic applications.

**Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.

**Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

**Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

## Mathematics Standards Design

Nebraska’s College and Career Ready Standards for Mathematics reflect the tiered structure common across all Nebraska content area standards. Grade-level standards include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college and career readiness. Indicators further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction and assessment. In addition to standards and indicators, some of the standards include examples. The “e.g.” statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

### The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:

**K-12 Content Strands.** The strands are broad, general statements that are not grade-level specific. They reflect major topics in mathematics (number, algebra, geometry, and data) and the five mathematical processes.

**Grade-Level Standards.** The grade-level standards identify what students should know and be able to do by the end of each grade level or grade band. The standards are organized within K-12 Content Strands. The grade-level standards include a statement that describes the expectations for proficiency relative to the major work of the grade.

**Indicators.** The indicators provide additional specificity to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught and assessed.

For grades K-8, the standards and indicators are written at grade level and are organized by four content strands: Number, Algebra, Geometry, and Data. The High School Standards and Advanced Topics Standards are organized by four content strands: Number, Algebra, Geometry, and Data.

**Coding:** The standards are organized using a coding system that includes the content area, the grade level, an abbreviation for the content strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. (NOTE: not all standards include indicators.)

-----**Example: MA.K.N.1.a**-----

**MA** = Content Area (Math)

**K** = Kindergarten

**N** = Content Strand (Number)

**1** = Standard

**a** = indicator

**The structure of Nebraska’s College and Career Ready Standards for Mathematics includes:**

<b>Content Strand</b>	<b>Description</b>
Number (N)	Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Ratios and Proportions (R) <sup>1</sup>	Students will understand ratio concepts and use ratio reasoning to solve problems.
Algebra (A)	Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Geometry (G)	Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.
Data (D)	Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.

<sup>1</sup> Ratios and Proportions is a new content strand found only in Grades 6 and 7.

## **Grade Level Content Focus**

In addition to the standards and indicators, this document includes information about content focus at the beginning of each grade level. Based on research and the progression of the disciplines, the information provides a snapshot of the “major work of the grade.” This guidance leverages the structure and emphases of college- and career-ready mathematics standards. At every grade level, instruction should emphasize the development of the mathematical processes as the vehicle for content mastery.

## Nebraska Mathematical Processes

**Introduction.** The Nebraska Mathematical Processes reflect overarching processes that students should master as they work towards college and career readiness. As described by the National Research Council (2001), mathematical processes are integral to all mathematics teaching and learning. The Nebraska Mathematical Processes reflect the interaction of skills necessary for success in math coursework as well as the ability to apply math knowledge and processes within authentic contexts. The processes highlight the applied nature of math within the workforce and clarify the expectations held for the use of mathematics in and outside of the classroom. Additionally, the Fordham Institute (2018) states that high quality standards for mathematics “integrate and promote the ‘math processes’ or mathematical habits of mind that every student should possess.” Mathematical processes activate the learning process while increasing the likelihood that students will become mathematically proficient (Van de Walle et al., 2018).

**To develop essential mathematical habits of mind, mathematically proficient students:**



**Make sense of problems and persevere in solving them.** Students make sense of problems and look for entry points to plan solution pathways. A variety of tools including, but not limited to, mental math, estimation, concrete and visual models, and appropriate technology may be selected to support problem solving. Students form conjectures or inferences based on patterns or sets of examples and nonexamples and monitor their progress. Perseverance includes working without knowing if a plan will succeed, trying other plans if an initial plan does not work, and checking if a solution is reasonable. **(PROBLEM SOLVING)**



**Reason quantitatively and abstractly and consider the reasoning of others.** Students make sense of quantities and their relationships using quantitative and abstract reasoning. Quantitative reasoning uses the properties of numbers, operations, and geometric objects. Abstract reasoning includes making sense of and manipulating representations in terms of the original context. Students can represent a problem using numbers and mathematical symbols, solve the problem and then make sense of the solution in context of the original situation. Students can analyze their own reasoning and the reasoning of others by comparing different approaches, recognizing correctness and efficiency, and finding counterexamples. **(REASONING)**



**Create and use representations to organize, record, and communicate mathematical ideas.** Students will understand that representations of mathematical ideas – physical, visual, symbolic, contextual, and verbal – are an essential part of learning, doing, and communicating mathematics. Students create, use, and evaluate the effectiveness of representations to clearly communicate mathematical ideas. **(REPRESENTATIONS)**



**Analyze mathematical relationships to connect mathematical ideas.** Students routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense. By modeling mathematics in authentic contexts, students make connections among and between different areas of mathematics and other disciplines. Students seek out and make connections among different approaches and representations, including those of other students. **(CONNECTIONS)**



**Explain and justify mathematical ideas using precise mathematical language in written or oral communication.** Students will communicate their solutions with displays, explanations, and justifications. Students make sense of the mathematics by asking helpful questions that clarify or deepen understanding. Students will use precise mathematical language when explaining and justifying their work in written or oral form. **(COMMUNICATION)**



# Kindergarten Standards






## Kindergarten Content Focus

During Kindergarten, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using numbers to represent quantities and to solve quantitative problems, such as quickly recognizing the number in a small set, counting objects in a set, producing sets of given sizes, and comparing and ordering sets or numerals.
- Working with numbers 11-19 to gain foundations for place value.
- Understanding addition as putting together and adding to and understanding subtraction as taking apart and taking from.
- Identifying, naming, and describing two- and three-dimensional shapes that are presented in a variety of ways.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral <b>communication</b>.</p> 
<b>PROBLEM SOLVING</b>	<b>REASONING</b>	<b>REPRESENTATIONS</b>	<b>CONNECTIONS</b>	<b>COMMUNICATION</b>

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**K.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.**

K.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 10 (e.g., “I saw 5.” “How did you know?” “I saw 3 and 2, that is 5.”)

**K.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities.**

K.N.2.a Use one-to-one correspondence when counting objects to show the relationship between numbers and quantities and understand the last number counted is a direct representation of the total objects in a given set.

K.N.2.b Understand that each successive number name refers to a quantity that is one larger.

K.N.2.c Count out the number of objects given a number from 1 to 20.

K.N.2.d Count up to 20 objects arranged in a line, a rectangular array, or a circle, and count up to 10 objects in a scattered configuration.

K.N.2.e Count verbally forward and backward from any given number within 20.

K.N.2.f Count verbally in sequential order by ones and by tens to 100, making accurate decade transitions (e.g., 89 to 90).

K.N.2.g Write and name numbers 0 to 20. Represent a number of objects with a written numeral 0 to 20.

K.N.2.h Compare the number of objects in two groups, up to 20, using the words fewer than, more than, the same as.

**K.N.3 Base Ten: Students will work with numbers 11 to 19 to gain a foundation for place value.**

K.N.3.a Compose and decompose numbers from 11 to 19 into a group of ten ones and some more ones using a model, drawing, or equation.

**K.N.4 Number and Algebraic Relationships: Students will understand and demonstrate the meaning of addition and subtraction.**

K.N.4.a Represent and explain addition and subtraction as part-whole relationships, with addition as *putting together* and/or *adding to* and subtraction as *taking apart* and/or *taking from*, using objects, drawings, numbers, and equations.

K.N.4.b Compose and decompose numbers less than or equal to 10 into pairs in more than one way using verbal explanations, objects, or drawings.

K.N.4.c For any number from 1 to 9, find the number that makes 10 when added to the given number, sharing the answer with a model, drawing, or equation.

K.N.4.d Efficiently, flexibly, and accurately add and subtract within 5.

K.N.4.e Solve authentic problems that involve addition and subtraction within 10 (e.g., by using objects, drawings, and equations to represent the problem).

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

*SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (K.N.4)*

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**K.G.1 Shapes and Their Attributes: Students will identify and represent the attributes of two-dimensional shapes and three-dimensional solids.**

K.G.1.a Identify and name two-dimensional shapes including circles, triangles, squares, and rectangles regardless of orientation or size.

K.G.1.b Identify and name three-dimensional shapes including spheres, cubes, cylinders, and cones regardless of orientation or size.

K.G.1.c Describe the relative positions of shapes in relation to other objects or shapes using terms such as above, below, in front of, behind, and next to.

K.G.1.d Create shapes using given materials and describe one or more of the attributes such as number of sides/corners.

K.G.1.e Combine simple shapes to compose larger shapes.

**K.G.2 Measurement: Students will describe and compare measurable attributes.**

K.G.2.a Describe measurable attributes of authentic objects including length, capacity, and weight.

K.G.2.b Directly compare two objects with a measurable attribute in common to describe which object is longer/shorter, heavier/lighter, and has more/less-capacity.

**K.G.3 Time and Money: Students will know coin names and values and tell time to the hour.**

K.G.3.a Identify the name and value of pennies, nickels, and dimes.

K.G.3.b Identify the parts of digital and analog clocks. Tell and write time to the hour using digital clocks and analog clocks using only the hour hand.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**K.D.1 Classification: Students will sort and classify objects using one or more attributes.**

K.D.1.a Identify, sort, and classify objects by size, shape, color, and other attributes.

K.D.1.b Identify objects that do not belong to a particular group and explain the reasoning used.

## Grade 1 Standards

### Grade 1 Content Focus

During Grade 1, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending the counting sequence and strategies for solving quantitative questions.
- Representing and solving problems involving addition and subtraction to include work with equations and the properties of the operations.
- Developing understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.
- Developing an understanding of whole number relationships, including grouping in tens and ones.
- Measuring lengths indirectly and by iterating length units.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



**COMMUNICATION**

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**1.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.**

1.N.1.a Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., "I saw 16." "How did you know?" "I saw 10 and 6, that is 16").

**1.N.2 Counting and Cardinality: Students will understand the relationship between numbers and quantities to extend the counting sequence.**

1.N.2.a Count verbally by ones and tens within 120 starting at any given number.

1.N.2.b Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each preceding number represents removing an object.

1.N.2.c Write numerals to match a representation of a given set of objects for numbers up to 120.

1.N.2.d Understand patterns of skip counting by 2s, 5s, and 10s.

**1.N.3 Base Ten: Students will represent and compare two-digit numbers to gain foundations for place value.**

1.N.3.a Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.

1.N.3.b Compare two, two-digit numbers using words greater than, less than, equal to, and symbols  $<$ ,  $>$ ,  $=$ . Justify comparisons based on the number of tens and ones.

**1.N.4 Number and Operations: Students will compute using addition and subtraction.**

1.N.4.a Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.

1.N.4.b Efficiently, flexibly, and accurately add and subtract within 10.

1.N.4.c Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.

1.N.4.d Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.

1.N.4.e Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

1.N.4.f Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.

1.N.4.g Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

**1.N.5 Number and Algebraic Relationships: Students will understand and apply properties of operations and the relationship between addition and subtraction to solve problems.**

1.N.5.a Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g.,  $4 = 4$ ,  $6 = 7 - 1$ ,  $6 + 3 = 3 + 6$ ,  $7 + 2 = 5 + 4$ ).

1.N.5.b Use the relationship of addition and subtraction to solve subtraction problems (e.g., find  $12 - 9 =$  \_\_\_\_\_, using the addition fact  $9 + 3 = 12$ ).

1.N.5.c Determine the unknown whole number in an addition or subtraction equation (e.g.,  $7 + ? = 13$ ).

1.N.5.d Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies. (See other flexible strategies in 1.N.4.a).

1.N.5.e Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.

1.N.5.f Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.

1.N.5.g Create an authentic problem to represent a given equation involving addition and subtraction within 20.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

*SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (1.N.5)*

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**1.G.1 Shapes and Their Attributes: Students will represent and describe the attributes of two-dimensional shapes.**

1.G.1.a Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).

1.G.1.b Determine geometric attributes of three-dimensional shapes including cones, cylinders, cubes, and rectangular prisms regardless of orientation or size.

1.G.1.c Describe lines and sides of shapes as parallel or non-parallel.

1.G.1.d Partition circles and rectangles into two and four equal parts using the language halves and fourths.

**1.G.2 Measurement: Students will measure and compare lengths.**

1.G.2.a Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.

1.G.2.b Order three objects by directly comparing their lengths or indirectly by using a third object.

**1.G.3 Time and Money: Students will solve problems with coins and tell time to the half hour.**

1.G.3.a Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.

1.G.3.b Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.

1.G.3.c Tell and write time to the half hour and hour using analog and digital clocks.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**1.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

1.D.1.a Collect, organize, and represent a data set with up to three categories using a picture graph.

**1.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

1.D.2.a Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

## Grade 2 Standards






### Grade 2 Content Focus

During Grade 2, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on base-ten numeration system and place-value concepts to demonstrate understanding of multi-digit numbers.
- Applying properties of operations and the relationship between adding and subtracting.
- Developing quick recall of addition facts and related subtraction facts.
- Solving problems that involve time and/or money.
- Extending understanding of linear measurement by measuring and estimating lengths and relating length to addition and subtraction.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral <b>communication</b>.</p> 
<b>PROBLEM SOLVING</b>	<b>REASONING</b>	<b>REPRESENTATIONS</b>	<b>CONNECTIONS</b>	<b>COMMUNICATION</b>

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.N.1 Subitizing: Students will quantify briefly shown collections and verbally label the arrangements without counting.**

2.N.1.a Without counting, recognize and verbally label structured arrangements for briefly shown collections using groups, multiplicative thinking, and place value (e.g., "I saw 48." "How did you know?" "I saw 4 groups of 10 and 2 groups of 4 is 8...4 tens and 8 ones...48").

**2.N.2 Counting: Students will understand the relationship between numbers and quantities to extend the counting sequence.**

2.N.2.a Count within 1,000, including skip counting by 5s, 10s, and 100s starting at a variety of multiples of 5, 10, or 100.

**2.N.3 Base Ten: Students will represent and compare three-digit numbers to apply concepts of place value.**

2.N.3.a Read and write numbers within the range of 0 to 1,000 using standard, word, and expanded forms.

2.N.3.b Understand 100 as a bundle, collection, or (more abstractly) composition of ten tens and that the three digits of a three-digit number represent a composition of some hundreds, some tens, and some ones.

2.N.3.c Compare two three-digit numbers by using symbols  $<$ ,  $>$ ,  $=$  and justify the comparison based on the value of the hundreds, tens, and ones.

**2.N.4 Number and Operations: Students will compute using addition and subtraction.**

2.N.4.a Fluently add and subtract within 20.

2.N.4.b Add and subtract using 100 strategies based on place value including properties of operations, relationships between addition and subtraction, and algorithms.

2.N.4.c Mentally add or subtract 10 or 100 to or from a given number 100 to 900.

2.N.4.d Add up to three two-digit numbers using strategies based on place value and understanding of properties.

2.N.4.e Add and subtract within 1,000 using concrete models, drawings, and strategies that reflect an understanding of place value and the properties of operations.

**2.N.5 Number and Algebraic Relationships: Students will create and solve problems involving addition and subtraction and work with equal groups of objects to gain foundations for multiplication.**

2.N.5.a Solve authentic problems involving addition and subtraction within 100 in situations of addition and subtraction, including adding to, subtracting from, joining and separating, and comparing situations with unknowns in all positions using objects, models, drawings, verbal explanations, expressions, and equations.

2.N.5.b Create authentic problems to represent one-step addition and subtraction within 100 with unknowns in all positions.

2.N.5.c Use repeated addition to find the total number of objects arranged in an array no larger than five rows and five columns and write an equation to express the total.

2.N.5.d Identify a group of objects from 0 to 20 as even or odd by counting by 2s or by showing even numbers as a sum of two equal parts.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

*SEE NUMBER AND ALGEBRAIC RELATIONSHIPS IN NUMBER (2.N.5)*

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes and three-dimensional solids.**

2.G.1.a Recognize and describe all faces of three-dimensional shapes as two-dimensional shapes. Identify and count attributes of solid shapes including the edges, faces, and vertices.

2.G.1.b Recognize and draw two-dimensional shapes having a specific number of sides, angles, and vertices including triangles, quadrilaterals, pentagons, and hexagons.

2.G.1.c Partition a rectangle into rows and columns of equal-sized squares and count to find the total.

2.G.1.d Divide circles and rectangles into two, three, or four equal parts and describe the parts using the language of halves, thirds, fourths, half of, a third of, and a fourth of.

2.G.1.e Recognize that equal shares of identical wholes need not have the same shape.

**2.G.2 Describe Measurable Attributes: Students will measure, estimate, and compare lengths to build meaning of the measurement process.**

2.G.2.a Measure the length of an object using two different length units and describe how the measurements relate to the size of the specific unit.

2.G.2.b Compare the difference in length of objects using inches and feet or centimeters and meters.

**2.G.3 Measurement: Students will use tools to measure and estimate length using standard units.**

2.G.3.a Identify and use appropriate tools for measuring length.

2.G.3.b Measure and estimate lengths using whole numbers with inches, feet, centimeters, and meters.

**2.G.4 Relate Addition and Subtraction to Measurement: Students will add or subtract to solve length problems.**

2.G.4.a Represent whole numbers as equally spaced lengths on a number line diagram. Use number lines to find sums and differences within 100.

2.G.4.b Use addition and subtraction within 100 to solve problems using the same standard-length units.

**2.G.5 Time and Money: Students will solve problems with dollar bills and coins and tell time to the nearest five-minute interval.**

2.G.5.a Solve problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

2.G.5.b Identify and write time to five-minute intervals using analog and digital clocks and both a.m. and p.m.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**2.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

2.D.1.a Ask authentic questions to generate data and represent the data using scaled picture graphs with up to four categories.

2.D.1.b Ask authentic questions to generate data and represent the data using bar graphs with up to four categories.

2.D.1.c Create and represent a data set by making a line plot using whole numbers.

**2.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

2.D.2.a Analyze data using scaled picture graphs or bar graphs with up to four categories. Solve problems including one-step comparison problems, using information from the graphs.

## Grade 3 Standards






### Grade 3 Content Focus

During Grade 3, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Building on additive reasoning to develop understanding of multiplication and division
- Exploring multiplication properties and strategies to multiply within 100 flexibly and efficiently
- Developing understanding of fractions as numbers by connecting prior work in partitioning shapes into equal areas to the relationship between numerator and denominator
- Solving problems using visual fraction models to compare and find equivalencies.
- Reasoning with shapes and their attributes.
- Recognizing area as an attribute of two-dimensional shapes and connecting understanding to multiplication.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral <b>communication</b>.</p> 
<b>PROBLEM SOLVING</b>	<b>REASONING</b>	<b>REPRESENTATIONS</b>	<b>CONNECTIONS</b>	<b>COMMUNICATION</b>

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**3.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using place value understanding.**

3.N.1.a Read, write, and demonstrate multiple equivalent representations for numbers up to 10,000 using objects or visual representations including standard form and expanded form.

3.N.1.b Represent and justify comparisons of whole numbers up to 10,000 using number lines and reasoning strategies.

**3.N.2 Fractions: Students will develop understanding of fractions as numbers.**

3.N.2.a Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole.

3.N.2.b Find parts of a whole using visual fraction models.

3.N.2.c Represent and understand a fraction as a number on a number line.

3.N.2.d Show and identify equivalent fractions using visual representations including pictures, manipulatives, and number lines.

3.N.2.e Justify whole numbers as fractions and identify fractions that are equivalent to whole numbers.

3.N.2.f Compare and order fractions having the same numerators or denominators by reasoning about their size.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**3.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and apply operational properties to solve problems.**

- 3.A.1.a Add and subtract up to four-digit whole numbers with or without regrouping using strategies based on place value and algorithms.
- 3.A.1.b Determine the reasonableness of whole number sums and differences using estimations and number sense.
- 3.A.1.c Solve and write one-step whole number equations to represent authentic problems using the four operations including equations with an unknown start, unknown change, or unknown result.
- 3.A.1.d Interpret and solve two-step authentic problems involving whole numbers and the four operations.
- 3.A.1.e Apply commutative, associative, distributive, identity, and zero properties as strategies to multiply and divide.
- 3.A.1.f Use drawings, words, arrays, symbols, repeated addition, equal groups, and number lines to interpret and explain the meaning of multiplication and division and their relationship.
- 3.A.1.g Fluently multiply and divide within 100 using strategies based on understanding and properties of operations.
- 3.A.1.h Multiply one-digit whole numbers by multiples of 10 in the range of 10 to 90 using strategies based on place value and properties of operations.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**3.G.1 Shapes and Their Attributes: Students will recognize and represent the attributes of two-dimensional shapes.**

3.G.1.1 Sort quadrilaterals into categories according to their attributes.

**3.G.2 Area and Perimeter: Students will recognize perimeter and area as attributes of plane figures and understand concepts of area measurement.**

3.G.2.a Solve authentic problems involving perimeters of polygons when given the side lengths or when given the perimeter and unknown side length(s).

3.G.2.b Use concrete and pictorial models to measure areas in square units by counting square units.

3.G.2.c Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as would be found by multiplying the side lengths.

**3.G.3 Measurement: Students will use tools to solve measurement problems.**

3.G.3.a Identify and use the appropriate tools and units of measurement, both customary and metric, to solve authentic problems involving length, weight, mass, liquid volume, and capacity (within the same system and unit).

3.G.3.b Estimate and measure length to the nearest half inch, fourth inch, and centimeter.

**3.G.4 Time: Students will tell time to the nearest minute and find elapsed time.**

3.G.4.a Tell and write time to the minute using both analog and digital clocks.

3.G.4.b Solve authentic problems involving addition and subtraction of time intervals and find elapsed time.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**3.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

3.D.1.a Create scaled picture graphs and scaled bar graphs to represent a data set with more than four categories, including data collected through observations, surveys, and experiments.

3.D.1.b Generate and represent data using line plots where the horizontal scale is marked off in halves and whole number units.

**3.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

3.D.2.a Analyze data and make simple statements using information represented in picture graphs, line plots, and bar graphs.

## Grade 4 Standards






### Grade 4 Content Focus

During Grade 4, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing understanding and fluency with multi-digit multiplication through visual models and operational properties.
- Developing understanding of division involving multi-digit dividends using place value models.
- Extending understanding of fraction equivalence and operations with fractions by composing and decomposing, reasoning about relative size, and applying properties of operations.
- Classifying two-dimensional shapes according to their attributes such as the presence or absence of lines or angles.
- Developing understanding of an angle as a turn in a circle and justify the classification of angles as acute, obtuse, and right.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral <b>communication</b>.</p> 
<p><b>PROBLEM SOLVING</b></p>	<p><b>REASONING</b></p>	<p><b>REPRESENTATIONS</b></p>	<p><b>CONNECTIONS</b></p>	<p><b>COMMUNICATION</b></p>

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**4.N.1 Numeric Relationships: Students will demonstrate and represent multi-digit numbers using relationships with the base-ten number system.**

- 4.N.1.a Read, write, and demonstrate multiple equivalent representations for whole numbers up to 1,000,000 and decimals to the hundredths using visual representations, standard form, and expanded form.
- 4.N.1.b Represent and justify comparisons of whole numbers up to 1,000,000 and decimals through the hundredths place using number lines and reasoning strategies.
- 4.N.1.c Recognize a digit in one place represents ten times what it represents in the place to its right.
- 4.N.1.d Use decimal notation for fractions with denominators of 10 or 100 (e.g.,  $\frac{43}{100} = 0.43$ ).

**4.N.2 Fractions and Decimals: Students will extend understanding of fractions by equivalence and ordering and will develop an understanding of decimals.**

- 4.N.2.a Explain and demonstrate how a mixed number is equivalent to a fraction greater than one and how a fraction greater than one is equivalent to a mixed number using visual fraction models and reasoning strategies.
- 4.N.2.b Explain and demonstrate how equivalent fractions are generated by multiplying by a fraction equivalent to 1 using visual fraction models and the Identity Property of Multiplication.
- 4.N.2.c Compare and order fractions having unlike numerators or denominators using number lines, benchmarks, reasoning strategies, and/or equivalence.

**4.N.3 Operations with Fractions: Students will understand and demonstrate fractional computation.**

- 4.N.3.a Decompose a fraction into a sum of fractions with the same denominator in more than one way and record each decomposition with an equation and a visual representation.

4.N.3.b Explain the meaning of addition and subtraction of fractions with like denominators using visual fraction models, properties of operations, and reasoning strategies.

4.N.3.c Add and subtract fractions and mixed numbers with like denominators.

4.N.3.d Solve authentic problems involving addition and subtraction of fractions and mixed numbers with like denominators.

4.N.3.e Multiply a fraction by a whole number using visual fraction models and properties of operations.

**4.N.4 Factors and Multiples: Students will find factors and multiples and classify numbers as prime or composite.**

4.N.4.a Determine whether a given whole number up to 100 is a multiple of a given one-digit number.

4.N.4.b Determine factors of any whole number up to 100 and classify a number up to 100 as prime or composite.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**4.A.1 Operations and Algebraic Thinking: Students will extend understanding of multiplication and division and apply operational properties to solve problems involving variables.**

4.A.1.a Add and subtract multi-digit numbers using an algorithm.

4.A.1.b Multiply up to a four-digit whole number by a one-digit whole number and multiply a two-digit whole number by a two-digit whole number, using strategies based on place value, properties of operations, and algorithms.

4.A.1.c Divide up to a four-digit whole number by a one-digit divisor with and without a remainder using strategies based on place value.

4.A.1.d Determine the reasonableness of whole number products and quotients using estimations and number sense.

4.A.1.e Create a simple algebraic expression or equation using a variable for an unknown number to represent an authentic mathematical situation (e.g.,  $3 + n = 15$ ,  $81 \div n = 9$ ).

4.A.1.f Solve one- and two-step authentic problems using the four operations including interpreting remainders and the use of a letter to represent the unknown quantity.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**4.G.1 Shapes and Their Attributes: Students will draw and identify lines and angles and classify shapes by properties of their lines and angles.**

4.G.1.a Identify, create, and describe points, lines, line segments, rays, angles, parallel lines, perpendicular lines, and intersecting lines.

4.G.1.b Justify the classification of angles as acute, obtuse, or right.

4.G.1.c Justify the classification of two-dimensional shapes based on the presence or absence of parallel and perpendicular lines or the presence or absence of specific angles.

4.G.1.d Recognize, draw, and justify lines of symmetry in two-dimensional shapes.

**4.G.2 Measurement: Students will generate simple conversions from a larger unit to a smaller unit to solve authentic problems and measure angles.**

4.G.2.a Identify and use the appropriate tools, operations, and units of measurement, both customary and metric, to solve authentic problems involving time, length, weight, mass, and capacity.

4.G.2.b Determine the reasonableness of measurements involving time, length, weight, mass, capacity, and angles.

4.G.2.c Generate simple conversions from a larger unit to a smaller unit within the customary and metric systems of measurement.

4.G.2.d Measure angles in whole number degrees using a protractor and relate benchmark angle measurements to their rotation through a circle (e.g.,  $180^\circ = 1/2$  of a circle).

4.G.2.e Recognize angle measures as additive and solve problems involving addition and subtraction to find unknown angles on a diagram.

**4.G.3 Area and Perimeter: Students will apply perimeter and area formulas for rectangles.**

4.G.3.a Apply perimeter and area formulas for rectangles to solve authentic problems.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**4.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

4.D.1.a Generate and represent data using line plots where the horizontal scale is marked off in appropriate units—whole numbers, halves, fourths, or eighths.

**4.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

4.D.2.a Solve authentic problems and analyze data involving addition or subtraction of fractions presented in line plots.

## Grade 5 Standards

### Grade 5 Content Focus

During Grade 5, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Extending previous understandings of multiplication and division to multiply and divide fractions and decimals.
- Performing operations with multi-digit whole numbers and decimals to the hundredths in order to solve authentic problems following the order of operations.
- Categorizing shapes using knowledge of their attributes.
- Developing concepts of volume and relating volume to multiplication and addition.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



**COMMUNICATION**

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**5.N.1 Numeric Relationships: Students will understand the place value system.**

- 5.N.1.a Read, write, and demonstrate multiple equivalent representations for multi-digit whole numbers and decimals through the thousandths place using standard form and expanded form.
- 5.N.1.b Recognize a digit in one place represents  $\frac{1}{10}$  of what it represents in the place to its left.
- 5.N.1.c Use whole number exponents to denote powers of 10.

**5.N.2 Fractions and Decimals: Students will extend understanding of fraction and decimal equivalence and ordering.**

- 5.N.2.a Generate equivalent forms of commonly used fractions and decimals (e.g., halves, fourths, fifths, tenths).
- 5.N.2.b Represent and justify comparisons of whole numbers, fractions, mixed numbers, and decimals through the thousandths place using number lines, reasoning strategies, and/or equivalence.

**5.N.3 Operations with Fractions and Decimals: Students will apply and extend previous understandings of whole number operations to add, subtract, multiply and divide fractions and decimals.**

- 5.N.3.a Interpret a fraction as division of the numerator by the denominator.
- 5.N.3.b Multiply a whole number by a fraction or a fraction by a fraction, including mixed numbers, using visual fraction models and properties of operations.
- 5.N.3.c Divide a unit fraction by a whole number and a whole number by a unit fraction using visual fraction models and properties of operations.
- 5.N.3.d Solve authentic problems involving addition, subtraction, and multiplication of fractions and mixed numbers with like and unlike denominators.

5.N.3.e Add and subtract fractions and mixed numbers with unlike denominators without simplifying.

5.N.3.f Solve authentic problems involving division of unit fractions by whole numbers and division of whole numbers by unit fractions.

5.N.3.g Add, subtract, multiply, and divide decimals to hundredths using strategies based on place value, properties of operations, and/or algorithms.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**5.A.1 Operations and Algebraic Thinking: Students will extend understanding of division and apply operational properties to solve problems involving order of operations.**

5.A.1.a Multiply multi-digit whole numbers using an algorithm.

5.A.1.b Divide four-digit whole numbers by a two-digit divisor, with and without remainders, using strategies based on place value.

5.A.1.c Justify the reasonableness of computations involving whole numbers, fractions, and decimals.

5.A.1.d Simplify authentic numerical or algebraic expressions using order of operations (excluding exponents).

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**5.G.1 Shapes and Their Attributes: Students will classify two-dimensional figures into categories based on their properties.**

5.G.1.a Identify and describe faces, edges, and vertices of rectangular prisms.

5.G.1.b Recognize volume as an attribute of solid figures that is measured in cubic units.

5.G.1.c Justify the classification of two and three-dimensional figures in a hierarchy based on their properties.

**5.G.2 Coordinate Geometry: Graph points on the coordinate plane to solve authentic problems.**

- 5.G.2.a Identify the origin, x axis, and y axis of the coordinate plane.
- 5.G.2.b Graph and name points in the first quadrant of the coordinate plane using ordered pairs of whole numbers.
- 5.G.2.c Form ordered pairs from authentic problems involving rules or patterns, graph the ordered pairs in the first quadrant on a coordinate plane, and interpret coordinate values in the context of the situation.

**5.G.3 Measurement: Generate conversions within the customary and metric systems of measurement to solve authentic problems.**

- 5.G.3.a Generate conversions in authentic mathematical situations from larger units to smaller units and smaller units to larger units, within the customary and metric systems of measurement.

**5.G.4 Area and Volume: Students will extend area problems for rectangles to include fractions and build meaning for measuring volume.**

- 5.G.4.a Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the fraction side lengths and show that the area is the same as would be found by multiplying the side lengths.
- 5.G.4.b Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas.
- 5.G.4.c Use concrete models to measure the volume of rectangular prisms by counting cubic units.
- 5.G.4.d Find the volume of a rectangular prism with whole-number side lengths by modeling with unit cubes and show that the volume can be additive and is the same as would be found by multiplying the area of the base times height.
- 5.G.4.e Solve authentic problems by applying the formulas  $V = l \times w \times h$  and  $V = B \times h$  for rectangular prisms to find volumes of rectangular prisms with whole number edge lengths.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**5.D.1 Data Collection: Students will formulate questions to collect, organize, and represent data.**

No additional indicators at this level.

**5.D.2 Analyze Data and Interpret Results: Students will analyze the data and interpret the results.**

5.D.2.a Represent, analyze, and solve authentic problems using information presented in one or more tables or line plots including whole numbers and fractions.

## Grade 6 Standards

### Grade 6 Content Focus

During Grade 6, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems.
- Completing computational understanding with the division of fractions and moving towards efficiency by using the algorithm for each operation.
- Extending understanding of the number line to include the entire system of rational numbers, which now includes negative numbers.
- Writing and using expressions and equations
- Representing data in multiple ways in order to analyze and interpret the results.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



**COMMUNICATION**

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**6.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among fractions, decimals, percents, and integers within the base-ten number system.**

6.N.1.a Determine common factors and common multiples.

6.N.1.b Determine prime factorization of numbers with and without exponents.

6.N.1.c Model integers using drawings, words, number lines, models, and symbols.

6.N.1.d Determine absolute value of rational numbers.

6.N.1.e Compare and order numbers including non-negative fractions and decimals, integers, and absolute values and locate them on the number line.

**6.N.2 Operations: Students will compute with fractions and decimals accurately.**

6.N.2.a Divide multi-digit whole numbers and decimals using an algorithm.

6.N.2.b Divide non-negative fractions and mixed numbers.

6.N.2.c Evaluate numerical expressions including absolute value and/or positive exponents with respect to order of operations.

**RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.<sup>2</sup>**

**6.R.1 Ratios and Rates: Students will understand the concept of ratios and unit rates, use language to describe the relationship between two quantities, and use ratios and unit rates to solve authentic situations.**

- 6.R.1.a Determine ratios from concrete models, drawings, and/or words.
- 6.R.1.b Explain and determine unit rates.
- 6.R.1.c Find a percent of a quantity as a rate per 100 and solve problems involving finding the whole, given a part and the percent.
- 6.R.1.d Convert among fractions, decimals, and percents using multiple representations.
- 6.R.1.e Solve authentic problems using ratios, unit rates, and percents.
- 6.R.1.f Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

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<sup>2</sup> Ratios and Proportions is a new content strand found only in Grades 6 and 7.

**6.R.2 Represent: Students will represent ratios and rates on the coordinate plane.**

- 6.R.2.a Identify the ordered pair of a given point in the coordinate plane.
- 6.R.2.b Plot the location of an ordered pair in the coordinate plane.
- 6.R.2.c Identify the location of a given point in the coordinate plane (e.g., axis, origin, quadrant).
- 6.R.2.d Make tables of equivalent ratios relating quantities with whole number measurements.
- 6.R.2.e Use the constant of proportionality to find the missing value in ratio tables.
- 6.R.2.f Plot the pair of values from a ratio table on the coordinate plane.
- 6.R.2.g Explain what a point  $(x, y)$  on the graph of a proportional relationship means in terms of the situation.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**6.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations and inequalities.**

- 6.A.1.a Recognize and generate equivalent algebraic expressions involving the distributive property and combining like terms.
- 6.A.1.b Given the value of the variable, evaluate algebraic expressions with non-negative rational numbers with respect to order of operations, which may include absolute value.
- 6.A.1.c Use substitution to determine if a given value for a variable makes an equation or inequality true.
- 6.A.1.d Solve one-step equations with non-negative rational numbers using addition, subtraction, multiplication, and division.
- 6.A.1.e Solve one-step inequalities with whole numbers using addition, subtraction, multiplication, and division and represent solutions on a number line (e.g., graph  $3x > 3$ ).

**6.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.**

- 6.A.2.a Create algebraic expressions (e.g., one operation, one variable as well as multiple operations, one variable) from word phrases.
- 6.A.2.b Write equations (e.g., one operation, one variable) to represent authentic situations involving non-negative rational numbers.
- 6.A.2.c Write inequalities (e.g., one operation, one variable) to represent authentic situations involving whole numbers.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**6.G.1 Attributes: Students will identify and describe geometric attributes of two- dimensional shapes.**

6.G.1.a Identify and create nets to represent two-dimensional drawings of prisms and pyramids.

**6.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.**

*SEE WORK WITH COORDINATE PLANES IN RATIOS AND PROPORTIONS (6.R.2)*

**6.G.3 Measurement: Students identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.**

6.G.3.a Determine the area of quadrilaterals and triangles by composition and decomposition of these shapes, as well as applications of properties and formulas. Quadrilaterals include parallelograms and trapezoids.

6.G.3.b Determine the surface area of rectangular prisms and triangular prisms using nets as well as application of formulas.

6.G.3.c Apply volume formulas for triangular prisms.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**6.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.**

No additional indicators at this level.

**6.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.**

- 6.D.2.a Represent data using dot plots, box-and-whisker plots, and histograms.
- 6.D.2.b Solve problems using information presented in dot plots, box-and-whisker plots, histograms, and circle graphs.
- 6.D.2.c Find and interpret the mean, median, mode, and range for a set of data.
- 6.D.2.d Compare the mean, median, mode, and range from two sets of data.
- 6.D.2.e Compare and interpret data sets based upon their measures of central tendency and graphical representations (e.g., center, spread, shape).

**6.D.3 Probability: Students will interpret and apply concepts of probability.**

- 6.D.3.a Identify a list of possible outcomes for a simple event.
- 6.D.3.b Describe the theoretical and experimental probability of an event using a fraction, percentage, and decimal.
- 6.D.3.c Express the degree of likelihood (possible, impossible, certain, more likely, equally likely, or less likely) of simple events.
- 6.D.3.d Compare and contrast theoretical and experimental probabilities.

## Grade 7 Standards

### Grade 7 Content Focus

During Grade 7, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Developing an understanding of proportional relationships.
- Understanding operations with rational numbers.
- Using expressions and linear equations to represent and solve problems.
- Solving problems involving perimeter and area of two-dimensional figures as well as surface area and volume of three-dimensional figures.
- Investigating probability concepts.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



**COMMUNICATION**

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**7.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among rational numbers within the base-ten number system.**

No additional indicator(s) at this level.

**7.N.2 Operations: Students will compute with rational numbers accurately.**

7.N.2.a Add, subtract, multiply, and divide rational numbers (e.g., positive and negative fractions, decimals, and integers).

7.N.2.b Apply properties of operations (commutative, associative, distributive, identity, inverse, zero) as strategies for problem solving with rational numbers.

**<sup>3</sup>RATIOS AND PROPORTIONS: Students will understand ratio concepts and use ratio reasoning to solve problems.**

**7.R.1 Proportional Relationships: Students will understand the concept of proportions, use language to describe the relationship between two quantities, and use proportions to solve authentic situations.**

7.R.1.a Decide whether two quantities are in a proportional relationship (e.g., by testing for equivalent ratios in a table).

7.R.1.b Represent and solve authentic problems with proportions.

7.R.1.c Use proportional relationships to solve authentic percent problems (e.g., percent change, sales tax, mark-up, discount, tip).

7.R.1.d Solve authentic problems involving scale drawings.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**7.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions, and solving equations and inequalities.**

7.A.1.a Use factoring and properties of operations to create equivalent algebraic expressions (e.g.,  $2x + 6 = 2(x + 3)$ ).

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<sup>3</sup> Ratios and Proportions is a new content strand found only in Grades 6 and 7.

7.A.1.b Given the value of the variable(s), evaluate algebraic expressions, which may include absolute value.

7.A.1.c Solve one- and two-step equations involving rational numbers.

7.A.1.d Solve equations using the distributive property and combining like terms.

7.A.1.e Solve one- and two-step inequalities involving integers and represent solutions on a number line.

**7.A.2 Applications: Students will solve authentic problems with algebraic expressions, equations, and inequalities.**

7.A.2.a Write one- and two-step equations involving rational numbers from words, tables, and authentic situations.

7.A.2.b Write one- and two-step inequalities to represent authentic situations involving integers.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**7.G.1 Attributes: Students will identify angle relationships and apply properties to determine angle measures.**

7.G.1.a Apply properties of adjacent, complementary, supplementary, linear pair, and vertical angles to find missing angle measures.

**7.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.**

7.G.2.a Draw polygons in the coordinate plane given coordinates for the vertices.

7.G.2.b Calculate vertical and horizontal distances in the coordinate plane to find perimeter and area of rectangles.

**7.G.3 Measurement: Students will identify geometric attributes that create two- and three-dimensional shapes in order to perform measurements and apply formulas to find area and volume.**

7.G.3.a Solve authentic problems involving perimeter and area of composite shapes made from triangles and quadrilaterals.

7.G.3.b Determine surface area and volume of composite rectangular and triangular prisms.

7.G.3.c Determine the area and circumference of circles both on and off the coordinate plane using 3.14 for the value of Pi.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**7.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.**

7.D.1.a Create an investigative question and collect data.

7.D.1.b Generate conclusions about a population based on a random sample.

7.D.1.c Identify and critique biases in various data representations.

**7.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.**

No additional indicator(s) at this level.

**7.D.3 Probability: Students will interpret and apply concepts of probability.**

7.D.3.a Find theoretical and experimental probabilities for compound independent and dependent events.

7.D.3.b Identify complementary events and calculate their probabilities.

## Grade 8 Standards

### Grade 8 Content Focus

During Grade 8, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the grade-level content. Instruction should focus on these critical areas:

- Using linear equations to represent, analyze, and solve a variety of problems.
- Developing an understanding of irrational numbers and integer exponents.
- Analyzing two-dimensional figures and solving problems using understanding of distance, angle, similarity, and congruence.
- Understanding and applying the Pythagorean Theorem.
- Determining and describing rate of change and y-intercept for given situations.

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

Make sense of problems and persevere in **solving** them.



**PROBLEM SOLVING**

**Reason** quantitatively and abstractly and consider the reasoning of others.



**REASONING**

Create and use **representations** to organize, record, and communicate mathematical ideas.



**REPRESENTATIONS**

Analyze mathematical relationships to **connect** mathematical ideas.



**CONNECTIONS**

Explain and justify mathematical ideas using precise mathematical language in written or oral **communication**.



**COMMUNICATION**

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**8.N.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among real numbers within the base-ten number system.**

8.N.1.a Determine subsets of numbers as natural, whole, integer, rational, irrational, or real based on the definitions of these sets of numbers.

8.N.1.b Represent numbers with positive and negative exponents and in scientific notation.

8.N.1.c Describe the difference between a rational and irrational number.

8.N.1.d Approximate, compare, and order real numbers, both rational and irrational, and locate them on the number line.

**8.N.2 Operations: Students will compute with exponents and roots.**

8.N.2.a Evaluate the square roots of perfect squares less than or equal to 400 and cube roots of perfect cubes less than or equal to 125.

8.N.2.b Simplify numerical expressions involving integer exponents, square roots, and cube roots (e.g.,  $4^{-2}$  is the same as  $1/16$ ).

8.N.2.c Evaluate numerical expressions involving absolute value.

8.N.2.d Multiply and divide numbers using scientific notation.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**8.A.1 Algebraic Processes: Students will apply the operational properties when evaluating expressions and solving equations.**

- 8.A.1.a Describe single variable equations as having one solution, no solution, or infinitely many solutions.
- 8.A.1.b Solve multi-step equations involving rational numbers with the same variable appearing on both sides of the equation.
- 8.A.1.c Solve equations of the form  $x^2 = k$  ( $k \leq 400$ ) and  $x^3 = k$  ( $k \leq 125$ ), where  $k$  is a positive rational number, using square root and cube root symbols.

**8.A.2 Applications: Students will solve authentic problems involving multi-step equations.**

- 8.A.2.a Write multi-step single variable equations from words, tables, and authentic situations.
- 8.A.2.b Determine and describe the rate of change for given situations through the use of tables and graphs.
- 8.A.2.c Graph proportional relationships and interpret the rate of change.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**8.G.1 Attributes: Students will apply properties of angle relationships in triangles and with lines to determine angle measures.**

- 8.G.1.a Determine and use the relationships of the interior angles of a triangle to solve for missing measures.
- 8.G.1.b Identify and apply geometric properties of parallel lines cut by a transversal and the resulting corresponding same side interior, alternate interior, and alternate exterior angles to find missing measures.

**8.G.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.**

8.G.2.a Perform and describe positions and orientations of shapes under single transformations including rotations in multiples of 90 degrees about the origin, translations, reflections, and dilations on and off the coordinate plane.

8.G.2.b Determine if two-dimensional figures are congruent or similar.

8.G.2.c Perform and describe positions and orientations of shapes under a sequence of transformations on and off the coordinate plane.

**8.G.3 Measurement: Students will reason with formulas and context to determine and compare length, area, and volume.**

8.G.3.a Explain a model of the Pythagorean Theorem.

8.G.3.b Apply the Pythagorean Theorem to find side lengths of triangles and to solve authentic problems.

8.G.3.c Find the distance between any two points on the coordinate plane using the Pythagorean Theorem.

8.G.3.d Determine the volume of cones, cylinders, and spheres and solve authentic problems using volumes.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**8.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.**

No additional indicator(s) at this level.

**8.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.**

8.D.2.a Represent and interpret bivariate data (e.g., ordered pairs) using scatter plots.

8.D.2.b Describe patterns such as positive or negative association, linear or nonlinear association, clustering, and outliers when bivariate data is represented on a coordinate plane.

8.D.2.c Draw an informal line of best fit based on the closeness of the data points to the line.

8.D.2.d Use a linear model to make predictions and interpret the rate of change and y-intercept in context.

**8.D.3 Probability: Students will interpret and apply concepts of probability.**

No additional indicator(s) at this level.

# High School Standards

## High School Content Focus

During high school, instruction should emphasize the development of the mathematical processes as the vehicle for mastering the content standards. The content standards are designed to be accessible to each and every high school student prior to graduation whereas the Advanced Topics reflect the mathematical content leading to certain career interests. Schools have the flexibility to organize the standards into integrated or strand-focused courses.

**NUMBER:** Instruction in Number should focus on these critical areas:

- Working in authentic contexts, solutions involve quantities, numbers with units.
- Using units, approximations, and estimations to check the reasonableness of their work.
- Understanding how forms of approximation can accumulate errors when problem solving.
- Understanding the four operations on real numbers applies to complex numbers.

**ALGEBRA:** Instruction in Algebra should focus on these critical areas:

- Solving many authentic problems to best understand patterns, expressions, relations, and functions.
- Using algebraic symbols and mathematical models to represent and demonstrate an understanding of quantitative relationships.
- Analyzing change as it arises in various contexts such as physical and social as supported by algebraic reasoning and the concept of function.
- Interpreting the functions in multiple representations, using their points of interest, and connecting across multiple representations to understand their mathematical equivalence instead of rote steps or procedures.

**GEOMETRY:** Instruction in Geometry should focus on these critical areas:






- Using mathematics to define the spatial attributes of the world around us.
- Exploring transformations (translations, reflections, rotations, and dilations) to build a foundation to understand congruence, similarity, and symmetry.
- Formalizing geometric concepts using planar geometry, parallelism, congruence, similarity, and symmetry.
- Connecting algebra and geometry via coordinate geometry, planar transformations, and trigonometry.
- Developing skills of argumentation and proof by proving congruence, similarity, symmetry, and other concepts of plane geometry.

**DATA:** Instruction in Data should focus on these critical areas:

- Using numbers in context (data) with the mathematical processes can result in better predictions and informed decisions.
- Using tools to apply statistical methods to describe patterns and trends.
- Understanding randomness, variability, and causality through data collection, data analysis, and interpretation of results.
- Describing data using probability and sampling distributions to judge whether a result is unsurprising or rare.

# Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral <b>communication</b>.</p> 
<p><b>PROBLEM SOLVING</b></p>	<p><b>REASONING</b></p>	<p><b>REPRESENTATIONS</b></p>	<p><b>CONNECTIONS</b></p>	<p><b>COMMUNICATION</b></p>

**NUMBER: Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**HS.N.1 Estimation and Technology: Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.**

HS.N.1.a Select, apply, and explain the method of computation when problem solving using real numbers (e.g., models, mental computation, paper-pencil, technology).

HS.N.1.b Determine if the context of a problem calls for an approximation or an exact value.

HS.N.1.c Determine the rounding convention to be used based on the context of a problem.

HS.N.1.d Estimate a value using the concept of betweenness by bounding above and below (e.g., since  $\log(10) = 1$  and  $\log(1,000) = 3$  we know  $\log(500)$  is between 1 and 3).

HS. N.1.e Determine the tolerance interval and percent of error in measurement.

HS.N.1.f Convert equivalent rates (e.g., miles per hour to feet per second).

HS.N.1.g Determine whether extremely large or extremely small quantities can be reasonably represented by a calculator or graphing utility.

HS.N.1.h Use scientific notation to appropriately represent large and small quantities.

**HS.N.2 Sets and Operations: Students will use number sets and operations to reason and to solve problems.**

HS.N.2.a Extend the properties of exponents to rational numbers.

HS.N.2.b Use properties of rational and irrational numbers.

HS.N.2.c Demonstrate, represent, and show relationships among the subsets of real numbers and the complex number system.

HS.N.2.d Compute with subsets of the complex number system including imaginary, rational, irrational, integers, whole, and natural numbers.

**HS.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.**

HS.N.3.a Understand roundoff error and why roundoff error accumulates when rounding occurs prior to the last step in a computation.

HS.N.3.b Use estimation methods to check the reasonableness of real number computations and decide if the problem calls for an approximation (including appropriate rounding) or an exact number.

HS.N.3.c Use units to assess the validity of an answer in the context of a problem.

HS.N.3.d Communicate the meaning of an answer in the context of a problem.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**HS.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.**

HS.A.1.a Demonstrate that functions are a well mapped subdomain of relations.

HS.A.1.b Analyze a relation to determine if it is a function given mapping diagrams, function notation (e.g.,  $f(x)=x^2$ ), a table, or a graph.

HS.A.1.c Classify a function given its mapping diagram, function notation, table, or graph as a linear, quadratic, absolute value, exponential, or other function.

HS.A.1.d Analyze a function's domain and range to determine if it is one-to-one and has an inverse function both algebraically and graphically.

HS.A.1.e Define, interpret, and analyze linear, quadratic, absolute value, and exponential functions using the points of interest of the functions and graphing technology.

HS.A.1.f Identify, analyze, and apply transformations of existing functions (including translation and dilation).

HS.A.1.g Interpret logarithmic equations as exponential equations.

HS.A.1.h Describe arithmetic sequences using tables of values and functions in explicit and recursive forms.

HS.A.1.i Describe geometric sequences using tables of values and functions in explicit and recursive forms.

**HS.A.2 Algebraic Processes: Students will apply the operational properties when evaluating rational expressions and solving linear and quadratic equations, and inequalities.**

HS.A.2.a Analyze and explain the properties used in solving equations, inequalities, systems of linear equations, systems of linear inequalities, and literal equations.

HS.A.2.b Generate expressions in equivalent forms by using algebraic properties to make different characteristics or features visible.

HS.A.2.c Analyze equations and inequalities to determine and apply efficient methods to solve and use appropriate technology as needed.

HS.A.2.d Calculate the slope (rate of change) of a line given coordinate points, a graph, or a table of values.

HS.A.2.e Write and graph equations of functions (linear, absolute value, quadratic, and exponential) using the points of interest of the function.

HS.A.2.f Given a line, write the equation of a line that is parallel or perpendicular to it.

HS.A.2.g Perform and explain operations such as addition, subtraction, multiplication, division, and factoring on polynomials.

HS.A.2.h Explain the connection between the factors of a polynomial and the zeros of a polynomial.

HS.A.2.i Combine functions by composition and perform operations on functions.

### **HS.A.3 Applications: Students will solve authentic problems using nonlinear functions.**

HS.A.3.a Analyze and model authentic situations using various representations and appropriate technology.

HS.A.3.b Identify, interpret, relate, and graph the factors, x-intercepts, roots, and zeros of polynomial functions using algebraic and graphing methods.

HS.A.3.c Identify and predict appropriate solutions to equations given context and domain/range (e.g., extraneous solutions, imaginary solutions, no solution, infinitely many solutions).

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.**

**HS.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two- dimensional shapes.**

HS.G.1.a Demonstrate that two figures are similar or congruent by using a sequence of rigid motions and dilations that map a figure onto the other in problems both with and without coordinates.

HS.G.1.b Describe symmetries of a figure in terms of rigid motions that map a figure onto itself and make inferences about symmetric figures (e.g., unknown side lengths or angle measures) in problems both with and without coordinates.

HS.G.1.c Explain how the criteria for triangle congruence and similarity (ASA, SAS, AAS, and SSS congruence; AA similarity criterion) follow from the definition of congruence and similarity in terms of corresponding parts.

HS.G.1.d Identify and apply right triangle relationships including converse of the Pythagorean Theorem.

HS.G.1.e Apply side and angle relationships of special right triangles (30 degree-60 degree-90 degree and 45 degree-45 degree-90 degree) to solve geometric problems.

HS.G.1.f Identify and apply right triangle relationships including sine, cosine, and tangent.

HS.G.1.g Apply interior and exterior angle formulas for n-gons and apply to authentic situations.

HS.G.1.h Compare/contrast the properties of quadrilaterals: parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids.

HS.G.1.i Use slope and the distance formula to determine the type of quadrilateral.

HS.G.1.j Identify, describe, apply, and reason through properties of central angles, inscribed angles, angles formed by intersecting chords, secants, and/or tangents to find the measures of angles related to the circle, arc lengths, and areas of sectors.

**HS.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems and create three-dimensional shapes.**

HS.G.2.a Convert between various units of volume (e.g., cubic feet to cubic yards).

HS.G.2.b Apply the effect of a scale factor to determine the volume of similar three-dimensional shapes and solids.

HS.G.2.c Determine surface area and volume of pyramids, as well as solids that are composites of pyramids, prisms, spheres, cylinders, and cones, using formulas and appropriate units.

**HS.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.**

HS.G.3.a Derive the midpoint formula using the concept of average and apply the midpoint formula to find coordinates.

HS.G.3.b Find the images and preimages of transformations of a point, shape, or a relation on the coordinate plane. Transformations include the following and their compositions: reflections across horizontal and vertical lines and the lines  $y=x$  and  $y=-x$ , rotations about the origin of 90 degrees, dilations about the origin by any positive scale factor, and any translation.

HS.G.3.c Find the equation of a circle given the radius and the center.

**HS.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.**

HS.G.4.a Know and use definitions to make deductions in mathematical argumentation (e.g., syllogism, detachment).

HS.G.4.b Evaluate the validity of conditional statements, including biconditional statements (e.g., conditional, converse, contrapositive, inverse).

HS.G.4.c Evaluate the validity of an argument communicated in different ways (e.g., a flow format, two-column, paragraph format).

HS.G.4.d Use coordinate geometry to prove triangles are right, acute, obtuse, isosceles, equilateral, or scalene.

HS.G.4.e Prove and apply geometric properties and theorems regarding triangles, congruence, and similarity using deductive reasoning.

HS.G.4.f Prove and apply geometric theorems about quadrilaterals using deductive reasoning.

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**HS.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.**

HS.D.1.a Formulate multi-variable statistical investigative questions and determine how data can be collected and analyzed to provide an answer.

HS.D.1.b Apply an appropriate data collection plan when collecting primary data for the statistical investigative question of interest.

HS.D.1.c Use appropriate technology, including spreadsheet-based logic, to organize data for analysis.

HS.D.1.d Distinguish between surveys, observational studies, and experiments.

HS.D.1.e Understand what constitutes good practice in designing a sample survey, an experiment, and an observational study.

HS.D.1.f Understand issues of bias and confounding variables in a study and their implications for interpretation.

**HS.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.**

HS.D.2.a Identify appropriate ways to summarize and then represent the distribution of univariate data and bivariate data through the construction of histograms, dot plots, stem plots, box plots, cumulative relative frequency graphs, time plots, circle graphs, stacked bar graphs, and mosaic bar graphs by hand or with technology.

HS.D.2.b Describe the shape, identify any outliers, and determine the spread of a data set.

HS.D.2.c Select and determine the appropriate measure of center based on the shape of a distribution and/or the presence of outliers.

HS.D.2.d Recognize when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

HS.D.2.e Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data and recognize possible associations and trends in the data.

HS.D.2.f Represent data on two quantitative variables on a scatter plot and describe how the variables are related.

HS.D.2.g Use technology to develop regression models for linear and non-linear data to predict unobserved outcomes. Interpret slope and y-intercept in the context of the problem.

HS.D.2.h Measure the strength of association using correlation coefficients for regression curves and interpret their meanings for the model.

HS.D.2.i Use residuals and residual plots to judge the quality of a regression model.

HS.D.2.j Recognize and explain when arguments based on data confuse correlation with causation.

HS.D.2.k Understand what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

HS.D.2.l Use probability as a tool for assessing risk and for informed decision making by interpreting P-values.

### **HS.D.3 Probability: Students will interpret and apply concepts of probability.**

HS.D.3.a Describe events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events.

HS.D.3.b Explain independent versus dependent probability of an event.

HS.D.3.c Determine when order in counting matters and use permutations and combinations to compute probabilities of events accordingly.






HS.D.3.d Determine whether or not events are mutually exclusive (disjoint) and calculate their probabilities in either case.

HS.D.3.e Recognize and explain the concepts of conditional probability in everyday language and everyday situations.

# High School Advanced Topics Standards

## Mathematical Processes

To develop essential mathematical habits of mind, mathematically proficient students:

<p>Make sense of problems and persevere in <b>solving</b> them.</p> 	<p><b>Reason</b> quantitatively and abstractly and consider the reasoning of others.</p> 	<p>Create and use <b>representations</b> to organize, record, and communicate mathematical ideas.</p> 	<p>Analyze mathematical relationships to <b>connect</b> mathematical ideas.</p> 	<p>Explain and justify mathematical ideas using precise mathematical language in written or oral communication.</p> 
<b>PROBLEM SOLVING</b>	<b>REASONING</b>	<b>REPRESENTATIONS</b>	<b>CONNECTIONS</b>	<b>COMMUNICATION</b>

**NUMBER:** Students will solve problems and reason with number concepts using multiple representations, make connections within math and across disciplines, and communicate their ideas.

**AT.N.1 Estimation and Technology:** Students will use estimation strategies and technology to reason, to solve problems, and to make connections within mathematics and across disciplines.

AT.N.1.a Use domain and range restrictions to apply an appropriate viewing window while using graphing technology.

AT.N.1.b Compare and contrast radians and degrees as measures of angles and the reason graphing utilities tend to use radians as the default setting.

**AT.N.2 Sets and Operations: Students will compare and contrast subsets and perform operations with subsets of the complex number system to reason and to solve problems.**

AT.N.2.a Perform arithmetic operations with complex numbers.

AT.N.2.b Represent complex numbers and their operations in the complex plane.

AT.N.2.c Use complex numbers in polynomial identities and equations.

AT.N.2.d Represent quantities using bases other than decimal such as binary (base 2) or hexadecimal (base 16) and convert numbers to and from base 10.

AT.N.2.e Explain modular arithmetic and its role in computer programming.

AT.N.2.f Represent and model vector quantities.

AT.N.2.g Perform operations on vectors.

AT.N.2.h Perform operations on matrices and use matrices in applications.

**AT.N.3 Interpretation and Sense Making: Students will reason abstractly and quantitatively using units to solve problems and interpret results in context.**

AT.N.3.a Use vectors to communicate the geometric relationships between complex numbers in the complex plane.

**ALGEBRA: Students will solve problems and reason with algebra using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**AT.A.1 Algebraic Relationships: Students will demonstrate and represent relationships with functions.**

AT.A.1.a Analyze and graph nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic, and piecewise) and relations (conic sections) using their points of interest and graphing technology.

AT.A.1.b Use the unit circle to define the trigonometric functions on multiples of known angles (positive and negative multiples of 30 and 45 degrees or  $\pi/6$  and  $\pi/4$ ).

AT.A.1.c Given a function, list the sequence of algebraic transformations that changes a parent function to the given function.

AT.A.1.d Define the radian unit of measure and its relationship with degrees.

**AT.A.2 Algebraic Processes: Students will apply the operational properties when evaluating nonlinear expressions and solving nonlinear equations and inequalities.**

AT.A.2.a Explain symmetry of functions and determine whether a function is odd, even, or neither.

AT.A.2.b Represent, interpret, and analyze inverses of functions algebraically and graphically using domain restrictions when necessary.

AT.A.2.c Write equations of nonlinear functions (trigonometric, rational, higher-order polynomials, logarithmic and piecewise) using points of interest of the function.

AT.A.2.d Convert between radian and degree measures of an angle.

AT.A.2.e Use limits to describe the behavior of a function near its asymptotes and removable discontinuities.

**AT.A.3 Applications: Students will solve authentic problems using nonlinear functions and relations.**

AT.A.3.a Analyze and model authentic situations using various non-linear representations and relations with appropriate technology.

AT.A.3.b Analyze and model authentic application situations using various non-linear representations and relations with appropriate technology.

**GEOMETRY: Students will solve problems and reason with geometry using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**TOOLS: Students will sketch, draw, and construct appropriate representations using a variety of tools and methods which may include ruler/straight edge, protractor, compass, reflective devices, paper folding, or dynamic geometric software.**

**AT.G.1 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create two-dimensional shapes.**

AT.G.1.a Apply the Law of Sines and the Law of Cosines to find unknown measures in triangles.

**AT.G.2 Attributes: Students will identify and describe geometric attributes, apply properties and theorems, and create three-dimensional shapes.**

AT.G.2.a Determine the three-dimensional object created by rotating or revolving a two-dimensional object about an axis.

AT.G.2.b Determine the shape of a two-dimensional cross-section of a three-dimensional object.

AT.G.2.c Use Cavalieri's Principle to determine volume of three-dimensional figures.

**AT.G.3 Coordinate Geometry and Transformations: Students will demonstrate and represent location, orientation, and relationships on the coordinate plane.**

AT.G.3.a Identify symmetry properties of a function (e.g., axis of symmetry of a parabola) and know the connection between its symmetry properties and specific transformations.

AT.G.3.b Recognize that translations can be described in terms of vectors.

AT.G.3.c Find the images and preimages of transformations of a point, shape, or relation on the coordinate plane, where transformations include the following compositions: reflections about lines of any rational slope passing through the origins, dilations about the origin by any positive scale factor, and translations.

AT.G.3.d Explain the focus-directrix construction of a parabola and derive the equation of a parabola from focus and directrix for a parabola whose axis of symmetry is a coordinate axis.

**AT.G.4 Logic and Proof: Students will use geometric definitions and theorems to reason abstractly and quantitatively.**

AT.G.4.a Use known definitions and results in informal argumentation to construct logical arguments.

AT.G.4.b Distinguish between empirical reasoning, examples, and deductive reasoning, as well as informal and formal reasoning.

AT.G.4.c Evaluate the deductive consequences of alternative definitions of known objects (e.g., whether a trapezoid is defined as a quadrilateral with exactly one pair of parallel sides or defined as at least one pair of parallel sides).

**DATA: Students will solve problems and reason with data/probability using multiple representations, make connections within math and across disciplines, and communicate their ideas.**

**AT.D.1 Data Collection and Statistical Methods: Students will formulate statistical investigative questions, collect data, and organize data.**

AT.D.1.a Explain what constitutes good practice in designing a sample survey, an experiment, and an observational study.

AT.D.1.b Explain the use of randomization to reduce the influence of confounding or lurking variables.

AT.D.1.c Explain issues of bias and confounding variables in a study and their implications for interpretation.

AT.D.1.d Demonstrate knowledge of the role sampling distributions play in the estimation of an unknown population parameter through the use of appropriate sampling techniques.

**AT.D.2 Analyze Data and Interpret Results: Students will represent and analyze the data and interpret the results.**

AT.D.2.a Determine when a data set can be reasonably said to be normally distributed and draw conclusions about the data from the associated normal distribution.

AT.D.2.b Use technology to develop regression models for linear and non-linear data to predict unobserved

outcomes. Apply algebraic transformations to non-linear data to generate a linearized data set and employ linear regression techniques to analyze the non-linear data set.

**AT.D.3 Probability: Students will interpret and apply concepts of probability.**

AT.D.3.a Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Interpret the expected value as the mean of a probability distribution.

AT.D.3.b Communicate what constitutes statistical significance. Interpret statistical significance in the context of a situation and answer investigative questions appropriately.

AT.D.3.c Use data to compare two groups, describe sample variability, and decide if differences between parameters are significant based on the statistics.

AT.D.3.d Use probability as a tool for assessing risk and for informed decision making by computing and interpreting P-values.

AT.D.3.e Use confidence intervals to estimate an unknown population parameter.

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB384</a>	Storer	Revenue	At least a majority of the BOE would need to attend joint public hearings under the Property Tax Request Act. <b>AM 703</b> changes from majority of BOE to at least one elected member.	oppose	2/13	letter	General File with AM 703 (3/20). Advanced to Enrollment and Review for Engrossment. Advanced to Final Reading (1-30-26). Approved by Governor (2/9/2026)
<a href="#">LB429</a>	Murman	Education	A school board shall not grant access by a professional employees' organization to the physical or electronic mailbox of any school employee without giving equal access to any other professional employees' organization which requests such access.		2/18		advanced to General File (1-29-26). Placed on Select File (2/10/26). Passed w/ AM2100 (4/9/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB463</a>	Ballard	Health/ Human Services	<p>School districts are required to develop and adopt a cardiac emergency response plan. The plan must: (a) the establishment of a school cardiac emergency response team; (b) detail the activation of the team when an individual experiences sudden cardiac arrest on school grounds or at school-sponsored activities; (c) ensure the placement and maintenance of automated external defibrillators (AEDs) on school grounds; (d) stipulate appropriate personnel to receive training in first aid, cardiopulmonary resuscitation (CPR), and AED use; include annual practice drills for faculty and students; (e) ensure coordination with local emergency medical services providers; and (f) undergo annual review and evaluation by the school board. Schools must place AEDs on school grounds and at each school athletic venue when a school-sponsored activity or athletic event is taking place. The AEDs must be easily accessible, in unlocked locations, and identifiable with appropriate signage. They must be able to be retrieved and placed on an individual within three minutes. NDE will provide training for members of cardiac emergency response teams. NDE will create a grant program to help school districts with costs related to developing and implementing cardiac emergency response plans. The grants will be funded using the Medicaid Managed Care Excess Profit Fund, and priority will be given to school districts that receive Title I funds. The total amount of grants will not exceed \$1.5 million.</p> <p><b>AM1717</b> was introduced by Sen. Ballard to add to the original bill the following: (1) Establishing, in consultation with experts, including, but not limited to, nationally recognized cardiac emergency care and other emergency care experts, a cardiac emergency response plan template for use by schools in developing a plan to respond in the event of a sudden cardiac arrest on school grounds or at any school sponsored activity or event. Such template shall include recommended training; and (12) (11) Carrying out the department's responsibilities under the School Safety and Security Reporting System Act. Sec. 2. The Cardiac Emergency Response Plan Cash Fund is created. The fund shall be administered by the State Department of Education and shall be used to provide training and devices for use in response to a cardiac event recommended by the cardiac emergency response plan template established by the state school security director pursuant to section 79-2,144. Any money in the fund available for investment shall be invested by the state investment officer pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act.</p>		2/27		General File (3/19). Voted to E&R Initial (1/16/26). Select File (1/23/26)

THIS WEEK	NEXT WEEK							
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS	
<a href="#">LB538</a>	Hardin	Education	School boards required to adopt a policy relating to discrimination and antisemitism. The school board shall include antisemitism awareness training as part of other trainings on harassment provided by such school district to students and employees. Each school district shall formally report any incident or complaint of antisemitic discrimination and harassment to NDE. The Commissioner of Education shall designate a Title VI coordinator within NDE. The Title VI coordinator shall monitor discrimination and harassment in school districts, including antisemitic discrimination. If, after a reasonable investigation, the coordinator determines that a school district has engaged in, allowed, or not sufficiently prohibited discrimination or harassment, including antisemitic discrimination, in violation of such policy or the federal Civil Rights Act of 1964, the coordinator shall give written notice to the school board and require the school board to address the violation and comply with such policy and act. If the school board does not comply within 30 days after written notice by the coordinator, the coordinator shall report its finding to the United States Department of Education and the United States Department of Justice by making a complaint under Title VI of the Civil Rights Act of 1964. Antisemitic discrimination or antisemitism has the same meaning as the International Holocaust Remembrance Alliance's working definition of antisemitism as adopted in 2016. The bill also extends to University of Nebraska, State Colleges, and community colleges. <b>CONRAD'S AMENDMENT</b>		2/3		Strommen priority. Placed on General File with AM1385 (5/20). Advanced to Enrollment and Review Initial (1/30/26). Sanders priority (2026). Passed over (2-6-26)	
<a href="#">LB599</a>	DeBoer	Education	The State Board of Education shall adopt a policy that may be used in approved or accredited public, private, denominational, and parochial schools and educational service units relating to cybersecurity. The creation of a cybersecurity team that would act to assist schools and educational service units with cybersecurity needs and addresses cybersecurity issues from a statewide perspective to prevent and respond to cybersecurity threats. The policy would provide for a funding mechanism to assist in purchasing necessary cybersecurity controls and facilitating the acquisition of cybersecurity projects.	support	3/11	letter	Carryover bill. Placed on General File with AM2509 (3-12-2026)	



THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LR18CA</a>	Government	Government	The Legislature shall not impose responsibility for a program created after the year 2026 or an increased level of service required under an existing program after the year 2026 on any political subdivision of the state unless the political subdivision is fully reimbursed by the state for the cost of such program or increase in level of service. Reimbursement by the state shall be in the form of a specific appropriation or an increase in state distribution of revenue to such political subdivision.	support	2/27	testify	Placed on General File (3/11). Not advanced (1/16/26)
<b>2026 BILLS</b>							

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB730</a>	Kauth	Government	<p>The governing body of a public school shall designate each group restroom within each school building as one of the following: For use by females, for use by males, single occupancy, or for use by families. Except as provided, the governing body of a public school shall not (i) Allow a male to use a restroom designated for use by females; or (ii) Allow a female to use a restroom designated for use by males. This subsection shall not apply to: (i) An individual entering a restroom under the following circumstances: (A) Entrance for custodial, maintenance, or inspection purposes so long as such individual takes reasonable steps to ensure that no individual of the opposite sex is in a state of undress prior to entering the restroom; or (B) Entrance to render emergency assistance; or (ii) A parent or caregiver bringing a minor child or an individual with a disability that is of the opposite sex of such parent or caregiver into a restroom designated for such parent's or caregiver's sex.</p> <p>Except as provided, the governing body of a public school shall not: (i) Allow a male to enter or use a locker room designated for and being used at such time by one or more females; or (ii) Allow a female to enter or use a locker room designated for and being used at such time by one or more males. This subsection shall not apply to an individual entering a locker room under the following circumstances: (i) Entrance for custodial, maintenance, or inspection purposes so long as such individual takes reasonable steps to ensure that no individual of the opposite sex is in a state of undress prior to entering the locker room; (ii) Entrance to render emergency assistance; or (iii) Entrance by a coach, athletic trainer, or other authorized official or school employee so long as such individual takes reasonable steps to ensure that no individual of the opposite sex is in a state of undress prior to entering the locker room.</p> <p>The governing body of each public school shall adopt a policy implementing this section. Such policy shall include provisions regarding the conduct of visitors and the public. The governing body of a public school or any official or employee of a public school shall not retaliate against any individual for reporting in good faith a violation of this section or related rules, regulations, or policies.</p> <p>The same regulations apply to post-secondary schools and state agencies.</p>	monitor	1/28		Kauth priority. General File (2/19/26)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB742</a>	McKinney	Education	<p>Allows for 7th and 8th graders to compete in high school sports under the following conditions: (i) The student possesses the appropriate skill level as approved by the appropriate coach or athletic director at such school on a sport specific level with additional scrutiny given in relation to skill and safety if the student is requesting to participate or compete in a high school contact sport; (ii) The student has had a documented physical or evaluation by a health care professional to ensure safe participation with additional scrutiny given if the student is requesting to participate and compete in a high school contact sport; (iii) The student has provided written consent from the student's parent, legal guardian, or educational decisionmaker, (iv) Such participation by a seventh or eighth grade student in the high school sport requested is not prohibited by an athletic association</p> <p>such school is a member of, any state or federal law, or any rules and regulations adopted and promulgated by the State Board of Education. A student authorized to participate or compete in a high school sport pursuant to this section shall no longer be eligible to participate in such sport at the seventh or eighth grade level.</p> <p>A student's participation in a high school sport shall not impact the student's eligibility to participate or compete in such sport while the student is in high school.</p> <p>The State Board of Education may adopt and promulgate rules and regulations to carry out the bill.</p> <p><b>FA946 filed by Sen. McKinney</b> Instead of saying that the district MUST adopt a policy allowing for 7th/8th grade eligibility it is amended to say the district MAY adopt such a policy.</p>	oppose	2/2	letter	
<a href="#">LB745</a>	Juarez	Education	<p>Removes the minimum age at which the Commissioner of Education may issue a diploma of high school equivalency. Also removes the requirement that it be at least one year that his/her high school class would have been graduated before the diploma may be awarded.</p> <p>Maintains the qualifications that the person is and has been a resident of Nebraska for at least 30 days immediately preceding application or if his or her final period of high school attendance during which credit was earned toward graduation was in a Nebraska high school; (2) On the basis of such person's achievements in approved tests and other criteria deemed pertinent by the Commissioner of Education, there is reasonable certainty that he or she has attained the educational development and abilities of the typical high school graduate; and (3) Such person is unable to secure a diploma from the high school he or she last attended</p>		1/26		Placed on General File (1-29-26). Placed on Select File (2/18). Placed on Final Reading (4/9/26). Passed on Final Reading (4/9/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB748</a>	Sorrentino	Education	<p>Education Savings Plan Administrative Fund. LB748 would conform Nebraska to the federal changes regarding "529 Plans" under the College Savings Plan Program that became a part of the One Big Beautiful Bill signed on July 4, 2025.</p> <p>LB748 expands the types of elementary or secondary school expenses beyond tuition (e.g. to include books, tutoring, online material), up to \$20,000 per year, consistent with federal changes. LB748 also provides that College Savings Plan Program funds may be used for postsecondary credentialing expenses, consistent with federal changes.</p>		1/20		Placed on General File (1-29-26). Placed on Select File (2/18-26). Placed on Final Reading (3-3-26). Passed on Final Reading (4-9-2026)
<a href="#">LB765</a>	Holdcroft	Government	<p>Number of voters in a school bond election must be 50.1% of total voters in the school district.</p> <p>Public funds, including building funds, cash funds, and discretionary funds, shall not be used in any way to support or advocate for any campaign meant to influence potential voters in a school district bond election. Funds donated or raised privately, including from sources such as concession sales, booster clubs, and parent-teacher organizations are not considered public funds for purposes of this subsection and are not subject to such prohibition.</p> <p>No employee of any school district or educational service unit shall devote any paid work time to support or advocate for, any campaign meant to influence potential voters in a school district bond election. Such employees may provide general information to patrons regarding a school district bond issue, such as subject matter, the amount of the bond, and the date of the election.</p> <p>Campaign materials, including, but not limited to, fliers, literature, signage, or apparel supporting or advocating for a proposed school district bond shall not be distributed or posted in or on any facility, grounds, or mode of conveyance connected to or associated with any school district or educational service unit properties. Informational materials that do not advocate for a proposed school district bond but simply provide generic information about such bond are allowed. The bill also applies to joint entities that include either public school districts or ESU's.</p>	oppose	2/11	NCSA (include NRCSA)	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB803</a>	Revenue Committee	Revenue	Placeholder bill. <b>AM2651</b> Section 14 of the amendment would require political subdivisions to notify the County Assessor between June 1 and June 15 of the date of the Budget Hearing. The Department of Revenue shall notify all property owners prior to June 29 of the budget hearing and and joint public hearing dates. The County Assessor shall provide notice of valuation changes on each parcel of property owned. In the notice of valuation changes the total property taxes paid on the parcel shall be listed as well as the property taxes which would be paid using the new valuation and the prior year's levy rate. Section 17 would allow the Board of Ed to exceed the previous year's property tax request with a 2/3 majority vote of the members, with the exception of 7-member Boards which would need a 4/7 majority bote of the members. Section 18 would require all cities and schoold districts in the county to participate in the joint public hearing (pink postcard hearing). In muliti-county school districts, the county where the chief school headquarters is located shall the the county where the joint public hearing would take place. At least one voting member of the governing board shall attend the meeting. The meeting shall take place between July 1 and July 15. Each subdivision shall give a brief presentation on the budget process, how the budget affects the property tax request, information about the prior year's budget and property tax request, and any preliminary information about factors that may affect the current year's budget as may be known to the political subdivision.		2/25		Revenue Committee priority. Placed on General File with AM2651 (3/17/2026). Placed on Final Reading (4-8-2026).
<a href="#">LB814</a>	Brandt	Revenue	Beginning on Jan. 1, 2027, lowers the valuation percentage of agricultural and horticultural land for property tax purposes from 75% to 50% of actual value, and the special valuation from 75% to 50% of special value. It also adjusts the acceptable range for these valuations used by the Tax Equalization and Review Commission, reducing the range from 69-75% to 44-50% of actual or special value. These changes will decrease the property tax burden on qualifying landowners.	oppose	1/28	letter	
<a href="#">LB820</a>	Retirement Committee	Retirement	In regards to NPERS, requires all public employees and employers to maintain and produce at least one type of 'approved identification document' for citizenship/lawful presence verification. The types of approved identification documents are spelled out in the bill.		1/23		Retirement Committee priority. Placed on Final Reading (4/7/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB824</a>	Lenowski	Retirement	Redefines 'termination of employment' for school retirement system purposes, shortens the required waiting period before a retired or separated employee may return to work for a participating employer from <b>180 days to 120 days</b> . Removes exceptions that previously allowed intermittent or volunteer work during the waiting period. It also clarifies that a bona fide separation from service must occur, and that prearranged returns to work or compensation for unfulfilled contract periods do not constitute termination. Policies limiting volunteer or substitute work within the waiting period may still be adopted by employers but are no longer specified in statute. <b>AM1942</b> would make the bill would become effective on May 1, 2026.	support	1/30		Placed on General File (2-2-26). Advanced to Enrollment and Review Initial (2/11/26). Select File (2/23). Enrollment and Review (3/6/26). Placed on Final Reading (3-17-2026). Approved by Governor (4/7/2026)
<a href="#">LB833</a>	Kauth	Education	Removes the requirement that all baccalaureate and baccalaureate transfer programs in agriculture and natural resources initiated after July 1, 1978, solely as it relates to Agricultural Education, at Nebraska State Colleges shall be conducted in cooperation with the University of Nebraska. LB 833 also provides that doctoral degrees in education may be offered at Nebraska State Colleges and prioritizes that the development of new baccalaureate degree programs at Nebraska State Colleges be based on the needs of rural Nebraska.	support	1/26	letter of support	
<a href="#">LB841</a>	Rountree	Education	No school district shall implement a change to an individualized education program without consent from the student's parent, legal guardian, educational decisionmaker, or surrogate. Without such consent, the school district may obtain approval to implement such change through a hearing conducted by a hearing officer appointed by NDE. The school district shall have the burden of proof and the burden of production. The hearing officer will then have 45 days to produce a decision.	oppose	1/20	letter	Advanced to General File (3-19-2026)
<a href="#">LB848</a>	J. Cavanaugh	Revenue	Identifies items are exempted from state and local sales and use taxes during a three-day period beginning at 12:01 a.m. on the first Friday in August and ending at midnight on the following Sunday. Applies to clothing and school supplies (which are defined).		1/22 (with LB 865)		

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB855</a>	McKinney	Education	<p>Establishes the Youth Early Intervention and Support Act. NDE, in consultation with the Department of Health and Human Services, shall develop and administer an early support system to be implemented in all Nebraska public school districts. The early support system shall identify students who exhibit two or more of the identified early warning indicators. The goal of the early support system is to facilitate early, compassionate, trauma-informed interventions through collaborative planning and service coordination.</p> <p>Each school district shall convene a youth support coordination team to implement the early support system. Each youth support coordination team shall: (a) Develop protocols for reviewing flagged student data; (b) conduct trauma-informed needs assessments; (c) engage families in support planning; (d) coordinate referrals to mental health, academic, and basic needs resources; and (e) document and monitor interventions using secure systems.</p> <p>Each school district shall submit an annual implementation report to the State Department of Education.</p>		2/10		
<a href="#">LB860</a>	Bostar	Health and Human Services	<p>No later than January 1, 2027, the Department of Health and Human Services shall establish a program that provides access and services for individuals under twenty-one years of age who are experiencing complex behavioral health care needs. (2) The department shall ensure that: (a) The program addresses the behavioral health care of individuals under twenty-one years of age who have complex, multisystem needs, with the goals of supporting families in the community and preventing institutionalization and out-of-home care placement; and (b) care management under the program is delivered according to the needs of the individual and the individual's family.</p>		1/30		
<a href="#">LB862</a>	Prokop	Appropriations	<p>Extends the annual appropriation of \$2 million from the Education Future Fund to NDE for regional coaches and job-embedded training in evidence-based reading instruction. The new end date for appropriations is fiscal year 2029-30, replacing the previous end date of 2026-27. All other provisions regarding the professional learning system, teacher training, and reporting requirements remain unchanged.</p>	support	2/3	letter	
<a href="#">LB865</a>	Prokop	Revenue	<p>Similar to LB 848, the bill Identifies items are exempted from state and local sales and use taxes during a three-day period beginning at 12:01 a.m. on the first Friday in August and ending at midnight on the following Sunday. Applies to clothing and school supplies (which are defined). Also includes child care products.</p>		1/22/2026 (with LB868)		
<a href="#">LB870</a>	Andersen	Education	<p>Eliminates in-state tuition for unlawfully present students by repealing the language implemented by LB239 in 2006.</p>		1/26/2026. (with LB 1061)		

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB893</a>	Storm	Education	Replaces the requirement for substitute teacher applicants to complete human relations training with an option to instead complete a newly created interpersonal relations training course and test. NDE will create and offer the online course and test, which will cover topics similar to those in the human relations training. NDE may charge a fee for the course and test, not to exceed the cost of providing them.		1/27		
<a href="#">LB898</a>	Lonowski	Government	Revises the Nebraska Open Meetings Act to broaden the ability of public bodies to conduct meetings via virtual conferencing. It removes the list of public bodies previously allowed to use virtual conferencing and instead allows all public bodies to utilize this option, subject to new standardized requirements. Following are conditions/requirements for use of virtual conferencing: (a) must have a physical site(s), with appropriate seating for members of the public to attend, (b) at least one member of the public body must be at the physical site, (c) a period of public comment is provided, (d) at least one hard copy of all documents considered must be available at each physical site, (e) an electronic copy of the agenda and documents considered in the meeting must be available.		2/5		
<a href="#">LB924</a>	Andersen	Education	Revises how learning communities in Nebraska may use property tax levies, allowing both leasing and purchasing of elementary learning center facilities, not just leases and remodeling. It also permits levy funds to be used for administrative staff of the learning community (capped at 10%), rather than only elementary learning center employees. The learning community coordinating council's powers are expanded to include partnering with public and private entities to increase high school graduation rates. Existing sections are harmonized to reflect these changes, and the bill reorganizes the order of certain council authorities.		1/20		placed on General File (1-29-16). Advanced to Enrollment and Review for Engrossment (2/20), Placed on Final Reading. Presented to Governor (4/9/2026).

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB937</a>	Education Committee	Education	<p>Technical clean up bill. <b>AM2454</b> places parts of 5 bills in LB937 (LB1224, LB1146, LB1243, LB1241, LB1164). <b>1224</b> The subject of a substantiated report of child abuse or neglect shall not be permitted to transfer or otherwise disenroll a student for whom such subject is a parent, legal guardian, or educational decisionmaker from the student's current school. DHHS shall notify each such student's current school and the Commissioner of Education that such student shall not be transferred or otherwise disenrolled from such school by a parent, legal guardian, or educational decisionmaker until further notice. <b>1146</b> Attendance policies shall not count the following as unexcused absence: (1) Absences excused by a parent, guardian, or educational decisionmaker of the child for physical or mental illness and for which a note from a licensed physician, licensed physician assistant, or licensed mental health practitioner has been provided that supports the absence; (2) absence by a pregnant or parenting students in accordance with policy; or (3) absences by students (I) who have an individualized family service plan, or (II) who have an individualized education program under the federal Individuals with Disabilities Education Act. <b>1243</b> For home-schooled students, the district may require any student desiring to participate in an extracurricular activity that is governed by a national or state organization other than an athletics or activities association to be enrolled only in the minimum number of credit hours offered by the school district as required by such national or state organization in order to participate in such extracurricular activity, but may not prohibit a student from enrolling in more than such minimum credit hours. The district shall not require any student desiring to participate in an extracurricular activity that is not governed by a national or state organization or an athletics or activities association to be enrolled in any minimum number of credit hours offered by the school district in order to participate in the extracurricular activity. <b>1241</b> Seeks to ensure that school employee applicants are screened for ever being disciplined or separated from employment while under pending investigations of child abuse, neglect, or sexual misconduct at places of former employment. Requires the school to go back seven years when considering employment. <b>1164</b> By September 1, 2026, the Coordinating Commission for Postsecondary Education (the Commission) shall approve a list of prior learning examinations and the cut score for each such examination. The list shall include commonly recognized prior learning examinations, including, but not limited to: (a) Prior learning examinations that are associated with participation in high school courses specifically designed to prepare students for such examinations; (b) Prior learning examinations that are associated with participation in high school courses using international curriculum frameworks; and (c) Prior learning examinations that are not associated with high school courses endorsed by the provider of the prior learning examination. The commission shall set cut scores in a manner consistent with national practices. By October 1, 2026, each Nebraska public postsecondary institution shall develop and implement written policies and procedures for awarding academic credit based on prior learning examinations. Sections 26-31 is known as the K-12 Education Subchapter Act. The ESCHEC will be the principal contact for</p>		1/20		Education Committee priority (2026). Placed on General File w/ AM2454 (3-10-2026). Advanced to Enrollment and Review Initial (3-17-2026). AM 2965 failed to be amended into LB 937 (4-7-2026). LB937 placed on Final Reading (4-8-2026). Passed on Final Reading (4/10/2006)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB940</a>	Murman	Education	On or after August 1, 2026, no public elementary or secondary school shall offer or make available to any student any food served as a part of a school meal that contains any of the following color additives as referred to by the United States Food and Drug Administration in the federal Regulatory Status of Color Additives as such list existed on January 1, 2026: (a) Blue No. 1; (b) Blue No. 2; (c) Green No. 3; (d) Red No. 40; (e) Yellow No. 5; or (f) Yellow No. 6.		1/20		Placed on General File (1-29-26). Placed on Select File (2/18). Placed on Final Reading. Presented to Governor (4-9-2026)
<a href="#">LB959</a>	Riepe	Health and Human Services	HHS shall establish a youth afterschool credential for individuals who are sixteen or seventeen years of age and who are seeking employment in school-age child care programs or temporary nonresidential child care programs. To obtain a youth afterschool credential, an applicant shall: (a) Complete all registry checks required for licensed child care staff, including the child abuse and neglect and sex offender registries, and any additional registry checks required by the department; (b) Submit all background check documentation required by tNDE; and (c) Complete a minimum seven-hour new staff orientation for schoolage programs approved by the department. Upon completion of the requirements, NDE shall issue a youth afterschool credential. The credential shall be valid for one year after the date of issuance and may be renewed through an expedited process established by the department. A licensed child care program or youth-serving program approved by NDE may accept a valid youth afterschool credential as verification that the holder has met the initial background check and training requirements.		1/28		Placed on General File w/ AM2839 (2/23/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB960</a>	McKinney	Education	<p>Each school board would be required to include student school board members on the school board in a number equal to the number of elected school board members on such school board. If the school district has only one high school, all student school board members shall be selected from the high school. Each school board shall adopt procedures to select student school board members from the high school. The selection procedures may include, but are not limited to, student elections, principal nominations, or applications and interviews. Each student school board member shall: (a) Attend all public meetings of the school board; (b) Receive meeting materials and agendas for all public meetings of the school board; (c) Be seated with the school board at all public meetings of the school board and be included in all public discussions of the school board; (d) Serve as a liaison between the student body and the school board; and (e) Be permitted to introduce and advocate for agenda items except that a school board may, as part of the school board's policies and procedures, require sponsorship from an elected school board member for the introduction of an agenda item. No student school board member shall: (a) Vote on matters before the school board; (b) Attend or participate in closed or executive sessions of the school board; or (c) Access confidential student, personnel, or legal information. On or before January 1, 2027, each school board shall adopt policies and procedures for student school board members to serve on the school board.</p> <p><b>AM1909</b> filed by Sen. McKinney. AM1909 would require at least one, but no more than five students be appointed to terms of either one or two years. May miss due to excused activities.</p> <p>The bill was advanced to General File with <b>AM2314</b>. The amendment strikes the original bill and says that OPS may appoint non-voting student members to the Board of Education.</p>	oppose	2/17	testify	Advanced to Gen'l File with AM2314 (3-12-2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB966</a>	M. Cavanaugh	Education	Adopt the Hunger Free Schools Act. To comply with the Hunger-Free Schools Program, a qualified school shall: (1) Serve eligible meals through any school breakfast program or school lunch program operated by such school during the school day; and (2) Submit information regarding the number of eligible meals served in a manner prescribed by the department. NDE shall annually reimburse each qualified school a portion of the cost of each eligible meal served by such school during the second preceding school fiscal year in an amount equal to the difference between the federal reimbursement rate for a free meal and the federal reimbursement rate for a reduced-price meal for each eligible meal. The calculation of the reimbursement for each eligible meal shall be based on the federal reimbursement rates for a school breakfast or a school lunch as applicable to the eligible meal. The Legislature would be required to appropriate money from the General Fund to the State Department of Education to carry out the Hunger-Free Schools Act. <b>AM3120 (M. Cavanaugh) provides for state reimbursement for the difference between a reduced meal cost and federal reimbursement. Private funding was obtained by Sen. Cavanaugh to support the program for five years. AM3143 (Bosn) provides that the program also extends to private school students. State funding may be used for that purpose.</b>	support	2/17	letter	General File (2/27). Placed on Select File (4/7/2026). Placed on Final Reading with AM3120 and AM3143 (4/8/2026). Passed on Final Reading (4/10/2026).
<a href="#">LB970</a>	Guereca	Health and Human Services	On or before October 1, 2026, the Dept. of Health and Human Services shall seek approval for federal matching funds from the federal Centers for Medicare and Medicaid Services through a state plan amendment to expand the services covered under the early and periodic screening, diagnosis, and treatment services program to include a program of early literacy promotion and intervention during well-child visits for children from birth through five years of age. The early literacy promotion and intervention program shall include evidence-based screening, referral, and provision of materials and guidance related to age-appropriate literacy development for children enrolled in the medical assistance program as an extension of standard well-child care. STATEMENT OF INTENT: would expand the services covered under the early and periodic screening, diagnosis, and treatment services program to include a program of early literacy promotion and intervention during well-child visits for children from birth through five years of age. The early literacy promotion and intervention program shall include evidence-based screening, referral, and provision of materials and guidance related to age-appropriate literacy development for children enrolled in the medical assistance program as an extension of standard well-child care		2/20		

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB990</a>	Dover	Revenue	Renames the School District Property Tax Relief Credit Fund the Live Here Thrive Here Credit Fund. Beginning in tax year 2027 and for each tax year thereafter, property tax credits granted under the act shall only be granted to real property owners that are resident individuals. <b>NOTE:</b> Dept of Revenue estimates \$295 million of the \$838 million available in the School District Property Tax Credit Fund would go unused.		2/18		
<a href="#">LB991</a>	Dover	Transportation	<p>A school district may: (a) Install a stop-signal-arm camera system on any school bus owned by the school district; (b) Operate a stop-signal-arm camera system on any school bus owned by the school district; or (c) Enter into a contract with a private vendor to provide any of the following services: (i) Installation of a stop-signal-arm camera system on any school bus owned by the school district; (ii) Operation of a stop-signal-arm camera system on any school bus owned by the school district; or (iii) Support for the installation or operation of a stop-signal-arm camera system on any school bus owned by the school district. (3) The date, time, and location of any data collected by a stop signal-arm camera system under the bill shall be imprinted on or embedded within the data. (4) Any school bus that has a stop-signal-arm camera system installed on such school bus shall include a warning on such school bus. Such warning shall: (a) Indicate that a stop-signal-arm camera system is installed on the school bus; and (b) Be clearly readable from a distance of one hundred feet from the warning. (5) A school district may provide any data, or a copy of such data, collected by a stop-signal-arm camera system if such camera system was installed on a school bus owned by the school district at the time that such data was collected.</p> <p>A violation of this section may be enforced through the use of a stop-signal-arm camera system if a peace officer has reviewed the data as defined in section 1 of this act and chooses to issue a citation. (b) A citation that is issued under this subsection shall be mailed to the registered owner of the motor vehicle not later than six days after the alleged violation occurred. (c) Such registered owner may appeal the citation to the law enforcement agency that employed the peace officer at the time of the citation. Such appeal shall occur no later than thirty days after delivery of the citation. Such registered owner may provide evidence to the law enforcement agency that the registered owner was not the driver of the motor vehicle at the time of the alleged violation. Such law enforcement agency shall rescind the citation if the agency finds adequate evidence to rescind the citation.</p>		2/2		

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1008</a>	Brandt	Revenue	<p>Changes how the minimum amount of property tax relief is calculated under the School District Property Tax Relief Act. Starting in tax year 2030 the relief will be the prior year's minimum plus a percentage increase matching the increase in total state real property assessment, and an additional \$75 million. For 2031 and beyond, the relief increases by the assessment percentage change only, eliminating the previous fixed 3% increase. These changes aim to tie relief amounts more closely to property value growth.</p> <p>STATEMENT OF INTENT: LB1008 would revise the growth formula for the School District Property Tax Relief Credit Fund (Tier II) so that it more closely mirrors the growth formula used for the Property Tax Credit (Tier I) Current law applies a fixed 3 percent annual growth rate to Tier II relief starting in fiscal year 2030/31. This approach results in slower growth compared to Tier I and causes the amount of property tax relief to fall behind increases in statewide property valuations and total property taxes levied. This bill replaces that with a growth formula that matches Tier I, improving the long-term property tax relief</p>		2/19		
<a href="#">LB1022</a>	Murman	Education	<p>Eliminates the human relations training requirement for obtaining a certificate or permit to teach, provide special services, or education administration. <b>AM3141</b> added that an applicant for a Nebraska substitute teacher's certificate shall not be required to meet the human relations training requirement under this section to obtain such certificate.</p>		1/27		Placed on General File (1-29-26). Placed on Final Reading (4-8-2026). Passed on Final Rereading (4/10/2026)
<a href="#">LB1024</a>	Murman	Education	<p>Beginning with school year 2027-28, each school district, in consultation with the State Department of Education, shall include instruction on the history of communism within the social studies curriculum. The instruction shall include: (a) The history of communism in the United States, including domestic communist movements and their associated histories and tactics; (b) Atrocities committed in foreign countries in the name of communism; (c) Comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States' representative republic system; (d) The increasing threat of communism in the United States and its allies through the 20th century, the events of the Cultural Revolution in the People's Republic of China, the history of the Soviet Union, and the mass killings that have occurred under communist regimes; (e) The suppression and persecution of various religious faiths under communist regimes; and (f) The economic, industrial, and political events that have preceded communist revolutions.</p>	oppose	1/27	letter	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1034</a>	Dungan	Education	No school employee, contractor, or agent of a school district shall permit access to students, school employees, school grounds, or school facilities by a federal immigration enforcement officer for the purpose of immigration enforcement unless such officer presents a valid judicial warrant. Nothing in this section shall be construed to prohibit a school employee from complying with a valid judicial warrant or court order or from responding to exigent circumstances involving an immediate threat to the health or safety of a student or school employee.		2/17		Juarez priority (2/19)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1038</a>	Hughes	Education	<p>Makes large changes to Nebraska school finance laws. Reduces property tax levy limits for school districts, eliminates the Property Tax Credit Act and School District Property Tax Relief Credit Fund after 2025, and terminates related funds. State aid calculations for schools are revised, with new formulas for equalization aid and adjustments to how property valuations are used in funding calculations. The bill also provides a mechanism for school districts to levy additional property taxes if state aid is insufficient, and sets new limits for special building fund levies. Appropriations and transfers to the Education Future Fund are restructured, with future intent language for substantial state funding commitments. The bill takes effect immediately upon passage.</p> <p>From Sen. Hughes office:  <b>Goal:</b> Make changes to TEEOSA in order to: <ul style="list-style-type: none"> <li>• Drop the maximum levy cap for public schools to lessen the reliance of school funding on local property taxes</li> <li>• To increase the number of equalized school districts</li> <li>• To narrow the statewide difference between school districts levy rates</li> </ul> <b>Method:</b> <ul style="list-style-type: none"> <li>• Utilizing existing dollars allocated to property tax credits to buy down school districts ability to levy property taxes.</li> <li>• The concept also envisions some changes to both the Resources and Needs sides of TEEOSA in order to maximize the maximum levy buy down, narrow the range of levies between school districts statewide, and to maximize the number of school districts that receive equalization aid.</li> <li>• Institute a .30 base levy adjustment</li> </ul> <b>Outcome:</b> <ul style="list-style-type: none"> <li>• Maximum levy cap dropped from the current level of \$1.05 to \$0.50.</li> <li>• The Local Effort Rate (LER) will drop from \$1.00 to \$0.45 resulting in 242 out of 245* school districts being equalized (currently only 50 school districts will receive equalization aid in 2025/26).</li> <li>• All school districts levies would be between \$0.30-\$0.50, significantly narrowing the current range of \$0.32 - \$1.05.</li> </ul> <b>Resource and Needs Change:</b> <ul style="list-style-type: none"> <li>• Change adjusted valuation inside TEEOSA to: <ul style="list-style-type: none"> <li>◦ Agland from 72% to 42%</li> <li>◦ Other real property (commercial and residential) from 96% to 86%</li> </ul> </li> <li>• Eliminate the system averaging adjustment</li> </ul> <b>Funding:</b> <ul style="list-style-type: none"> <li>• Repurpose both property tax credit funds (approx \$1.2B)</li> <li>• Repurpose foundation aid support from the Education future fund (approx \$110M)</li> </ul> <b>Benefits:</b> <ul style="list-style-type: none"> <li>• With the tax credits now being used to “buy down” the levy - this money will be recognized for going to property tax and Nebraska will NO LONGER by the “5th highest property tax” state!</li> <li>• With levies closer together it eliminates the argument for not potentially combining districts to provide students better opportunities and efficiencies</li> <li>• If the state at some point decides to pull some funding from schools - the legislature will have to vote to increase the max cap (LER) thereby acknowledging that they are in effect directly raising property taxes.</li> </ul> </p>	support	2/2	testify	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1039</a>	Dungan	Education	Prohibits any school resource officer or security guard from subjecting any student to corporal punishment as described in section 79-295.		2/9		
<a href="#">LB1046</a>	McKinney	Education	On or before January 1, 2027, the State Board of Education shall adopt a model policy relating to name, image, and likeness rights of student-participants. The policy shall allow a student-participant to (i) Engage in commercial name, image, and likeness activities individually or with assistance from agents, attorneys, or representatives; and (ii) Retain eligibility to participate in interscholastic athletics or activities at such high school, as long as the commercial NIL activity complies with school policy and the policies of any athletic or activities association of which such student participant's school is a member. Beginning with school year 2027-28, each school board of a school district that provides school-sponsored interscholastic athletics or activities and is a member of an athletic or activities association shall adopt a policy consistent with the model policy developed by the State Board of Education pursuant to this section. The bill prohibits schools and athletic associations from penalizing students for participating in compliant NIL activities.	oppose	2/2	letter	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1050</a>	Murman	Education	<p>At request of the Governor. On or before October 1, 2026, NDE shall establish and make public a <b>threshold level of performance for the statewide assessment of reading for grade three</b> administered and for each alternate assessment of reading for grade three administered identify students who are able to read at or above grade level. By January 1, 2027, NDE shall establish and make public a test-based student portfolio option to demonstrate mastery of grade three reading standard. The department shall set criteria for the test-based student portfolio and a threshold level of performance to identify students who are able to read at or above grade level.</p> <p><b>AM2605</b> eliminates the original bill. By section, the amendment does the following:</p> <p>Section 1: establishes the Nebraska Reading Improvement Act.</p> <p>Section 2: provides for a technical assistance document for dyslexia to be developed by the state.</p> <p>Section 5: Educational identification of dyslexia under the Nebraska Reading Improvement Act is not a medical diagnosis and is intended solely to ensure appropriate instructional supports and interventions.</p> <p>Section 7: For any student with a persistent reading deficiency who has otherwise completed grade three and participates in a summer reading program, the school district shall offer to the parent or guardian of such student an opportunity to have an approved reading assessment administered to such student at the conclusion of the summer reading program. If the student performs at or above the threshold level determined section for grade three, the student shall no longer be identified as having a reading deficiency or a persistent reading deficiency, shall not be retained in grade, and shall be promoted to grade four. On or before Oct. 1, 2026, NDE shall establish and make public a threshold level of performance for the statewide assessment of reading for grade three and for each alternate assessment of reading for grade three administered to identify students who are able to read at or above grade level. On or before Jan. 1, 2027, the department shall establish and make public a test-based student portfolio option to demonstrate mastery of grade three reading standard.</p> <p>Section 8: Beginning with the 2027-28 school year, each school district shall adopt a policy to screen each student in kindergarten through grade two for the risk factors related to dyslexia using a dyslexia screener approved by the State Board of Education. The dyslexia screener shall be administered annually during the spring for kindergarten and at the beginning of grades one and two. If a student's performance on a dyslexia screening indicates a need for dyslexia intervention services, the school district shall: (a) Notify the student's parent or guardian of the results of all screenings; and (b) Provide the student's parent or guardian with information and resource material that includes: (i) The characteristics of dyslexia; (ii) Appropriate classroom interventions and accommodations for students with dyslexia; and (iii) A statement that the parent or guardian may elect to have the student receive additional educational evaluation by the school.</p> <p>Section 9: Any student identified as having a reading deficiency or continuing to have a reading deficiency following the final administration</p>	oppose	1/27	testify	Education Committee priority (2026). Advanced to General File with AM2605 (3/23/2026). Advanced to Enrollment and Review (3-26-2026). Failed on Cloture vote (4-8-2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1052</a>	Education Committee	Education	Makes a slight change to the Student Discipline Act to state: The school board or board of education may authorize the emergency exclusion, short-term or long-term suspension, expulsion, or mandatory reassignment of any student ( <b>changed from pupil</b> ) from school for conduct prohibited by the board's rules or standards established pursuant to the Student Discipline Act if such emergency exclusion, short-term or long term suspension, expulsion, or mandatory reassignment complies with the procedures required by the act.		2/24		
<a href="#">LB1053</a>	Education Committee	Education	Eliminates the statutory restriction that previously prevented the suspension of students in pre-kindergarten through second grade. By repealing section 79-265.01 and removing references to it in other sections, the bill allows school administrators to apply suspension, expulsion, or other disciplinary measures to students of all grades under the Student Discipline Act. The changes also harmonize related statutes to reflect the repeal.	support	1/27	letter	
<a href="#">LB1054</a>	DeBoer	Appropriations	Provides for a \$250,000 appropriation from the General Fund for FY2026-27 to the State Department of Education to be used to develop and administer a program to provide grants to school districts, ESU's, and approved or accredited private, denominational, or parochial schools for the purchase of cybersecurity products and services.	support	2/3	NSEA testify (include NRCSA)	
<a href="#">LB1061</a>	Murman	Education	Would repeal in-state tuition benefits at public universities and colleges for aliens not lawfully present in the United States.		1/26 (with LB 870)		
<a href="#">LB1071</a>	Arch	Appropriations	Budget and appropriations bill for the State of Nebraska for fiscal years 2025-26 and 2026-27. Department of Education begins on page 18. Opportunity Scholarships request from Governor in amount of \$7 million has created contention. Amount was cut to \$3.5 million by the Appropriations Committee.		2/2		Select File (3/10/26). Cloture vote on version containing Opportunity Scholarships failed (3-25-2026). Approved by Governor (4/7/2026)
<a href="#">LB1072</a>	Arch	Appropriations	Provides for the transfer of many state funds to the state's General Fund. OTHER ITEMS IN THE BILL: Beginning July 1, 2026, any investment earnings from investment of money in the State Lottery Operation Trust Fund, the State Lottery Operation Cash Fund, or the State Lottery Prize Trust Fund shall be credited to the Education Future Fund. Transfers may be made from the State Department of Education Trust Fund to the General Fund at the direction of the Legislature. Transfers may be made from the Excellence in Teaching Cash Fund to the Education Future Fund at the direction of the Legislature.		2/2		Advanced to Final Reading (3-19-2026). Approved by Governor (4/7/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1075</a>	Sanders	Government	Proposes several changes to Nebraska election laws. One change would require a political subdivision that calls off a special election prior to the election shall be liable for all costs involved with cancelling the special election.		2/11		Placed on General File (3/17/26). Placed on Select File (3/30/2026). Placed on Final Reading (4/8/2026)
<a href="#">LB1081</a>	G. Meyer	Government	Beginning January 1, 2027, a state agency or political subdivision, including school districts, shall not use public funds to purchase a flag of the United States or the State of Nebraska unless the flag has been one hundred percent manufactured in the United States from articles, materials, or supplies that have been grown or one hundred percent produced or manufactured in the United States. This shall not apply to the purchase of a hand-held flag or a flag with dimensions of less than eight inches wide and six inches high.		2/26		
<a href="#">LB1097</a>	Conrad	Judiciary	Declares that the state, state agencies, and political subdivisions shall be liable in a similar manner and to a similar extent as a private individual or entity under like circumstances for tort claims arising out of sexual abuse of children and individuals with developmental disabilities. victims of child sexual abuse and individuals with developmental disabilities who are victims of sexual abuse to bring tort claims against state agencies and political subdivisions. Waives sovereign immunity for such claims and exempts them from the procedural and substantive limitations of the State Tort Claims Act and the Political Subdivisions Tort Claims Act, such as damage caps, jury trial limits, notice requirements, and statutes of limitations. The statute of limitations is removed for direct perpetrators, and a new extended limit applies to other defendants. Amendments to existing statutes redefine key terms and clarify that actions under this Act are not considered regular tort claims under existing state law.		2/12		
<a href="#">LB1112</a>	McKinney	Education	Creates the Statewide Standardized Grading System Act. Establishes a statewide grading system and for such statewide grading system to be applied uniformly in all public, private, parochial, and denominational schools. By December 31, 2026, NDE shall establish a statewide grading system for grades 3-12. Sets standards that must be met in the grading system. All schools, public and private, must adopt the grading system for the 2027–2028 school year. Each school district shall report student grades to NDE in a standardized format to support statewide comparability and public reporting. NDE shall provide training and technical assistance to school districts, teachers, and administrators for implementation of the statewide grading system, including evidence-based grading practices and equity-focused assessment strategies.	oppose	2/9	letter	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1140</a>	Spivey	Appropriations	Creates a State appropriation for a pilot program for FY2026-27 \$500,000 General Funds to be used for a multi-trade preapprenticeship pilot program serving young adults and preparing them for registered apprenticeships and entry-level construction employment within Omaha.		2/3		
<a href="#">LB1145</a>	Lonowski	Government	<p>Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. This notice shall be provided at least twice a year of the regular meeting schedule, location, and the method designated by the public body to provide reasonable advance publicized notice. Such notice shall be given by publication in a legal newspaper of general circulation within the public body's jurisdiction.</p> <p><b>STATEMENT OF INTENT:</b> This bill would amend Nebraska Revised Statute § 84-1411 of the Open Meetings Act to require public bodies subject to the Act to provide "reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes." Although some political subdivisions publish the notice in a newspaper, most post the notice in three public places. The bill repeals provisions in § 84-1411 that are confusing and have proven to be problematic for political subdivisions since the passage of LB 148 in 2020. Notice provided by political subdivisions also shall be given "at least twice a year of the regular meeting schedule, location, and the method designated by the public body to provide reasonable advance publicized notice. Such notice shall be given by publication in a legal newspaper of general circulation within the public body's jurisdiction." This publication requirement does not apply to cities of the second class, villages, and rural or suburban protection fire districts since they typically post notice of their meetings in three public places. The bill also outlines procedures for a public body that decides to publish notice in a newspaper of general circulation within the public body's jurisdiction to meet the notice requirement in case of refusal, neglect, or inability of the newspaper to publish notice.</p>	support	2/5	letter	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1146</a>	Conrad	Education	Revises the process by which Nebraska school districts report excessive student absences to the county attorney. States that only unexcused absences count toward the threshold for referral and excludes various types of absences, such as: (i) Absences excused by a parent, guardian, or educational decisionmaker for physical or mental illness; or been absent more than twenty days per school year, (ii) Absences (A) By pregnant or parenting students, (B) By students (I) who have an individualized family service plan, (II) who have an individualized education program under IDEA, (III) receiving special accommodations or services under section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, (IV) receiving special education as defined in section 79-1125, or (V) who are eligible for services under the McKinney-Vento Homeless Assistance Act,		2/2		Placed on General File w/ AM2334 (3/10/2026)
<a href="#">LB1154</a>	Riepe	Revenue	Revises section 13-3403 to alter the calculation of a political subdivision's preliminary property tax request authority. Previously, only exceptions under subdivision (1) of section 13-3404 were subtracted. The amendment expands this to include exceptions under subdivisions (1), (2), (4), (5), (6), and (7) of section 13-3404. The rest of the calculation and additional factors for increasing property tax request authority remain unchanged. Exceptions 2, 4, 5, 6, and 7 include: (2) The amount of property taxes needed to respond to an emergency declared in the preceding year, as certified to the auditor; (4) The amount of property taxes budgeted in support of (a) a service relating to an imminent and significant threat to public safety that (i) was not previously provided by the political subdivision and (ii) is the subject of an agreement or a modification of an existing agreement executed after August 21, 2024, whether provided by one of the parties to the agreement or by an independent joint entity or joint public agency or (b) an interlocal agreement relating to public safety; (5) The increase in property tax request authority approved by the legal voters as provided in section 13-3405; (6) The amount of property taxes budgeted for public safety services as defined in section 13-320; and (7) The amount of property taxes budgeted for county attorneys and public defenders.		2/6		Placed on General File (2/23/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1164</a>	Lonowski	Education	Creates the Prior Learning Act. By September 1, 2026, the Coordinating Commission for Postsecondary Education (the Commission) shall approve a list of prior learning examinations and the cut score for each such examination. The list shall include commonly recognized prior learning examinations, including, but not limited to: (a) Prior learning examinations that are associated with participation in high school courses specifically designed to prepare students for such examinations; (b) Prior learning examinations that are associated with participation in high school courses using international curriculum frameworks; and (c) Prior learning examinations that are not associated with high school courses endorsed by the provider of the prior learning examination. The commission shall set cut scores in a manner consistent with national practices. By October 1, 2026, each Nebraska public postsecondary institution shall develop and implement written policies and procedures for awarding academic credit based on prior learning examinations.		2/3		Placed on General File w/ AM2551 (3/10/2026)
<a href="#">LB1166</a>	Juarez	Retirement	Revises how the employee contribution rate for the School Employees Retirement Fund is calculated, when it is applied, and clarifies timing and thresholds for contribution rates based on funding ratios. The employee contribution rate that is calculated as of July 1, 2025, shall apply beginning July 1, 2025, and prior to July 1, 2026. The employee contribution rate that is calculated as of July 1, 2026, shall apply beginning July 1, 2026, and prior to September 1, 2027. Beginning in 2027 and each year thereafter, the employee contribution rate that is calculated as of July 1 of such year shall apply beginning September 1 of such year and prior to September 1 of the next year after such year. <b>NOTE:</b> Some ESU's are currently on a July 1-June 20 fiscal year.	support	2/6		Placed on General File (3-4-2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1182</a>	Lippincott	Education	Commencing with the 2027-28 school year, the annual minimum base salary for any certificated teacher employed on a full-time basis by a public school district in Nebraska shall be \$50,000. Nothing in the bill shall prevent a school district from paying a teacher more than the minimum base salary established or from establishing salary schedules that reward experience, advanced education, or performance above this minimum. Beginning with the 2029-30 school year, and biennially thereafter, the minimum base salary established in subsection (1) of this section shall be adjusted by the percentage change in Nebraska's total state General Fund receipts for the two-year period ending on December 31 of the preceding year, with a minimum adjustment of zero percent. The base salary shall not be reduced below the previous year's base salary. The adjusted minimum base salary shall be rounded to the nearest \$1,000. NDE shall annually publish the adjusted minimum base salary by March 1. The Legislature will establish a public education funding system based on block grant funding for foundation aid and salary support and to adjust the education funding system provided in TEEOSA to incorporate this block grant funding. The newly established funding system shall provide each public school district with a quarterly block grant beginning July 1, 2027. The amount of each district's quarterly block grant shall be determined by a formula established by the Legislature based on factors including, but not limited to, student enrollment and the minimum base salary for certificated teachers established.	oppose	2/9	letter	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1183</a>	Lippincott	Revenue	<p>LB1183 is aimed at reducing the tax burden on property owners by establishing that property shall be valued at <b>50% of its actual</b> value for taxation purposes. For agricultural and horticultural land, the bill lowers the current assessment from <b>75% to 37.5%</b> of its actual value. Real property in Nebraska, not expressly exempt therefrom, shall be subject to taxation and shall be valued at 50% of its actual value. Agricultural land and horticultural land shall be valued at 37.5% of its actual value. School district taxes levied to pay the principal and interest on <b>bonds that are approved by a vote of the people on or after January 1, 2027 ag land and horticultural land shall be valued at 25% of its actual value.</b> An acceptable range is the percentage of variation from a standard for valuation as measured by an established indicator of central tendency of assessment. Acceptable ranges are: (a) For ag land and horticultural land 34.5% to 37.5% of actual value, except that for school district taxes levied to pay the principal and interest on bonds that are approved by a vote of the people on or after January 1, 2027, the acceptable range is 22% to 25% of actual value; (b) for lands receiving special valuation, 34.5% to 37.5% of special valuation as defined in section 77-1343, except that for school district taxes levied to pay the principal and interest on bonds that are approved by a vote of the people on or after January 1, 2027, the acceptable range is 22% to 25% of special valuation and (c) for all other real property, 46% to 50% of actual value.</p>	oppose	2/5	testify	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1201</a>	Guereca	Education	Establishes a pilot program, the Nebraska Reading Improvement Act. For the 2026-27 and 2027-28 school years and subject to available appropriations, NDE shall develop and administer a grant program to provide high-quality, age-appropriate classroom libraries and monthly parent or caregiver engagement materials in cooperation with a Nebraska-based nonprofit organization with at least ten years of experience in book distribution. Priority for grants shall be given to any application from a school district: (a) That is in the lowest performance classification under the state accountability system; (b) In which forty percent of the students are poverty students; or (c) In which a higher than average percentage of students in kindergarten through grade five are identified as having a reading deficiency. NDE shall provide a recommended list of high-quality books, covering a variety of topics, subjects, and genres in at least English and Spanish, for each participating elementary classroom. Each participating elementary classroom shall track: (i) Book circulation totals; (ii) Available books, including the title, author, publisher, and International Standard Book Number for each book; (iii) Student enrollment numbers; and (iv) The total number of books taken home by each student. NDE shall also assist school districts in selecting or developing parent or caregiver engagement materials for each student in a participating classroom to take home each month. NDE shall report to the Education Committee to the extent possible, quantitative and qualitative metrics based on statewide assessments administered pursuant, assessments administered under the Nebraska Reading Improvement Act, and classroom assessments of reading proficiency, reading skills, or literacy acquisition. Calls for an appropriation of up to \$1,000,000 dollars from the Education Future Fund each fiscal year of the pilot program.	support	2/10	letter	
<a href="#">LB1206</a>	Juarez	Revenue	This bill allows certificated teachers and paraprofessionals to exclude 100% of income earned from public or private elementary and secondary schools from Nebraska taxable income to the extent the income is included in federal adjusted gross income. The exclusion applies to taxable years beginning on or after January 1, 2027.		2/12		
<a href="#">LB1207</a>	Juarez	Education	Would require school districts to give each full-time employee five mental health leave days each fiscal year without documentation from a medical or mental health provider. The employee shall be paid at the employee's usual salary in full for any mental health leave used by the employee. Mental health leave shall not count against any other leave the employee accrues as a result of working for the school district. A school district shall not require or request any documentation from a medical or mental health provider to justify the use of mental health leave.	oppose	2/17	testify	

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1208</a>	Juarez	Education	Amends TEEOSA to require that, beginning with the 2026-27 school year, each local school system in Nebraska must allocate at least 50% of its general fund budget to teacher salaries and benefits.	oppose	2/2	testify	
<a href="#">LB1217</a>	Hardin	Health and Human Services	Authorizes NDE to permit accredited or approved public, private, denominational, or parochial schools to maintain epinephrine (in any FDA-approved form) for use in providing emergency first aid to students experiencing allergic reactions.		2/19		General File (3-4-2026)
<a href="#">LB1219</a>	Brandt	Revenue	The total amount of property taxes that may be levied by a political subdivision in any year shall not exceed the total amount levied in the prior year by more than the allowable growth percentage. The allowable growth percentage would be a percentage equal to the sum (i) two percent plus (ii) the political subdivision's real growth percentage. Real growth value means the increase in a political subdivision's total property valuation from the prior year to the current year due to (i) improvements to real property as a result of new construction and additions to existing buildings, (ii) any other improvements to real property which increase the value of such property, (iii) annexation of real property by the political subdivision, (iv) a change in the use of real property, and (v) any increase in personal property valuation over the prior year. <b>AM2655 (Hansen)</b> provides for the following: for two-year bienniums beginning in July, 2027, the amount of property taxes levied by a political subdivision (school districts included) shall not exceed the amount levied the prior year by more than the allowable growth rate of 2.5% plus the real growth %. The second year of the biennium would also cap the amount levied by no more than the allowable 2.5%. A political subdivision may put to a vote of the people in a given year to exceed the 2.5%. This vote must be approved by at least 60% of the voters to be successful.	oppose	<b>2/5 combined hearing with LR317CA</b>	testify	General File (2/18). Hansen priority.
<a href="#">LB1224</a>	Hunt	Education	Intent is to protect children experiencing, abuse or neglect by preventing cases in which abuse is exacerbated or perpetuated when a child victim is withdrawn from public school, therefore losing regular contact with mandatory reporters and opportunity for intervention from school personnel. Under LB 1224, parents/guardians under active investigation for child abuse or neglect would be temporarily prohibited from withdrawing a child from public school into a home school. Further, adults who have been convicted of domestic assault, child abuse, or a sex-related crime would be prohibited from teaching or providing supervision at a home school. The bill does not impact families who are already home schooling, or those who intend to home school and are not under investigation for child abuse or neglect.		2/3		General File w/ AM2228 (2/27/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1241</a>	Murman	Education	Seeks to ensure that school employee applicants are screened for ever being disciplined or separated from employment while under pending investigations of child abuse, neglect, or sexual misconduct at places of former employment. Requires the school to go back 20 years when considering employment.		2/3		Placed on General File (3/10/2026)
<a href="#">LB1243</a>	Murman	Education	Seeks to increase opportunities for homeschool and non-accredited students by ensuring they are not required to be enrolled in a minimum number of credits to participate in an extracurricular activity not regulated by an athletics or activities association.	oppose	2/2	letter	Placed on General File w/ AM2073 (3/10/2026)

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LB1257</a>	Hansen	Revenue	<p>Provides for comprehensive changes to Nebraska's sales and use tax system, repeals or phases out numerous sales tax exemptions, adds taxation of most services, <b>modifies property tax levy limits for schools, establishes the New School Relief Fund, and alters state aid and funding mechanisms for school districts.</b> The bill: (1) Broadly expands the sales and use tax base by eliminating most existing sales tax exemptions (including for many goods and services) effective January 1, 2027, and imposes sales tax on most services unless specifically exempted; (2) narrows the definition of 'occasional sale,' modifies related exemptions, and clarifies definitions for retailers and sellers (including candy and soft drinks); (3) phases out the School District Property Tax Relief Act and associated credit fund, replacing them with the New School Relief Fund and a new formula for distributing state aid to schools; (4) lowers school district property tax levy limits over several years, with some limited exceptions and override provisions; (5) increases state funding for schools to offset reduced property tax levies, particularly via additional foundation aid from the New School Relief Fund; (6) creates new reporting and fund transfer requirements to direct increased sales tax revenues to school funding; The bill includes appropriations and fund transfer provisions for the new school funding structure.</p> <p>School districts and multiple-district school systems may levy a maximum levy of: (i) For fiscal years prior to fiscal year 2027-28, <b>\$1.05</b> per one hundred dollars of taxable valuation of property subject to the levy; (ii) For fiscal year <b>2027-28, \$0.85 per one hundred dollars of taxable valuation</b> of property subject to the levy; and (iii) For <b>fiscal year 2028-29 and each fiscal year thereafter, \$0.60</b> per one hundred dollars of taxable valuation of property subject to the levy.</p> <p>The <b>School District Property Tax Relief Credit Fund terminates on July 1, 2027</b>, and the State Treasurer shall transfer any money in the fund on that date to the <b>New School Relief Fund.</b> For fiscal year 2027-28 and every fiscal year thereafter, the State Treasurer shall transfer the <b>amount certified to the New School Relief Fund.</b></p> <p>For school fiscal year 2027-28 and each school fiscal year thereafter, the department shall determine an amount of additional foundation aid to be paid per formula student out of funds available in the New School Relief Fund. <b>This amount shall be equal to the total amount available in the New School Relief Fund divided by the total number of formula students in all school districts in the state. A school district may exceed its property tax request authority without the approval of the voters by an amount equal to six percent of the school district's prior year property tax request authority. This increase shall be used to pay for teacher salaries, wages, and benefits.</b></p> <p>The New School Relief Fund is created. The fund shall be used to <b>provide additional foundation aid to school districts. \$838,000,000 will be transferred into the New School Relief Fund dollars from the General Fund</b> on or before September 1, 2027, and on or before September 1 of each year thereafter. If the state fails to use all funds available in the New School Relief Fund for the additional foundation aid, any amount not used by the end of the school year shall be</p>	oppose	2/11		

THIS WEEK	NEXT WEEK						
BILL	SENATOR	COMMITTEE	DESCRIPTION	NRCSA POSITION	HEARING DATE	TESTIFY?	STATUS
<a href="#">LR292CA</a>	Andersen	Revenue	Proposed Constitutional amendment. Except as otherwise provided in or permitted by this Constitution, real property shall all be taxed in accordance with Article VIII, section 14, of the Constitution and there shall be two valuations for each parcel of real property: Fair market value and taxable market value. Fair market value shall be dynamic and determined by the assessor of the property. Taxable market value shall be used to establish the baseline valuation for tax liability for the individual property owner. Fair market value shall be assessed uniformly and proportionately upon all real property and franchises as defined by the Legislature. Beginning January 1, 2027, (a) Real property shall be valued, for property tax purposes, at its taxable market value unless such property is exempt from tax pursuant to this Constitution; and (b) The property taxes levied on any parcel of real property shall not increase, from one year to the next, by more than the allowable growth percentage, except in those cases when the taxable market value is adjusted pursuant to subdivision (2)(e) of this section. The allowable growth percentage means the percentage change in the Consumer Price Index for All Urban Consumers, or its successor index, as published by the United States Department of Labor, Bureau of Labor Statistics, for the twelve-month period ending on June 30 of the year in which the relevant property taxes are determined.		2/12		Anderson priority
<a href="#">LR303CA</a>	M. Cavanaugh	Business & Labor	Constitutional Amendment that states: All employers in the State of Nebraska shall provide a minimum of six weeks paid family medical leave for all employees no later than October 1, 2027, and twelve weeks no later than October 1, 2028.		2/2		
<a href="#">LR317CA</a>	Brandt	Revenue	LR317CA is a constitutional amendment that simply limits the total amount of property taxes that may be levied by any political subdivision to 2% plus real growth.		2/6/2026. <b>combined hearing with LB1219</b>		
<a href="#">LR318</a>	Hughes		Legislature recognizes January 25, 2026, through January 31, 2026, as School Board Member Week.				



## Legislative Update

FRIDAY, APRIL 10, 2026

**Welcome to this week's NRCSA Legislative Update.** This will be the last Legislative Update for this year. I hope that has been helpful to all of you. I believe my successor, Paul Sheffield, plans to continue this moving forward (if not, now I've put the pressure on him!)

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In the NRCSA Member Update that went out yesterday (Thursday), I reported on four bills that we followed very closely the past couple of weeks. A thumbnail report on these bills:

- **LB 1050:** LB1050, the “Nebraska Reading Improvement Act”, was introduced as a way to ensure students are reading at grade level. The bill would have required the retention of students at the end of their 3rd grade year if they were not reading at grade level. Many supports and assessments were to be required to help students get to grade level. A few amendments were introduced to try and make the bill better, with one by Sen. Jana Hughes getting quite a bit of discussion. The Education community was against the bill, mainly because of the 3rd grade retention issue and the fact that the bill would create a substantial unfunded mandate. On Wednesday, April 8, the bill failed on a Cloture vote.
- **LB 803** was originally a “shell bill”, but was amended by parts from several bills. There are several sections to the bill, but the sections directly relating to schools would deal with “pink postcard” hearings and budget increases. All school districts would be required to participate in the “pink postcard” hearing, which would be held between July 1 and July 15. The County would also advise property owners to the dates and times of each entity’s budget hearing. Finally, when voting to increase the property tax request at least a  $\frac{2}{3}$  majority vote of the members of the Board shall take place. This bill was placed on Final Reading on Wednesday, April 8 and passed on Final Reading today (Friday, April 10).
- **LB 937** is a “Christmas tree” bill as several other bills were attached to it. Sen. Rountree attempted to attach LB81 to LB 937 through AM2965. This would have given the parent/guardian last say on a possible change in placement or services in an IEP. Currently the parent/guardian is part of the IEP team that makes such decisions. NRCSA, along with the rest of the Education community, was opposed to the amendment (in yesterday’s Member Update, I mistakenly had us as SUPPORTING the amendment). AM2965 failed to be adopted on Tuesday, April 7.
- **LB 1219** (Brant, priority bill of Hansen) was a bill that would set a hard cap of 2% increase in property tax request placed on governmental subdivisions, including school districts. There were several changes that were rumored to possibly be introduced to make the bill better, but still not good at all for school districts. The bill needed to be placed on the Unicameral’s daily agenda by last Thursday. Yesterday, Sen. Hansen unsuccessfully attempted to attach LB1219 to another bill that was on Final Reading. We can now breath a sigh of relief on the failure of LB1219 to gain legs.



I maintained a bill summary that I have used to track legislation, as well as to provide information on bills to NRCSA's Legislative and Executive Committees. The Bill Summary provided below is in a slightly different form than the previous bill summaries I've provided during the session. This summary is a "final" version. That means, bills from 2025 that did not move this session were deleted. 2026 bills have been updated to today. I will put out a final form later that just includes bills that were enacted into law. A few things to notice: (a) Carryover bills from the 2025 session appear first in the document, with those introduced in the 2026 session listed after, and (b) bills may be accessed directly to the Unicameral website by clicking on the bill number listed in the first cell.

That bill summary accessed here:

[\*\*NRCSA Bill Summaries 2026\*\*](#)

If you find a need to contact a Senator, especially your own Senator, you may access the list below. You will find each Senator's office phone number and email address.

[\*\*Senator List 2026\*\*](#)

Class of 2026

Gavin Troy Albrecht

Michelle Mission

Jenna Rose Allyn

Bodie Charles Nelsen

Caden William Barclay

Janessa Braelynn Overgaard

Justice Barclay

Efren Padilla-Marquez

Rilee Marie Barclay

Jocelyn Myree Parker

Darrance Blackfish

Austin Lee Pelster

Okie H. Bolles

Deegan Daniel Pishna

Tawny L. Bolles

Conner Ryan Probst

Jaedyn Joanne Bousquet

Madison Mae Roeber

Alivea Su Chamberlain

Ainsley Spurrell

Hannah Rae Criss

Charisse Star Tebo

Lilyanna Sue Dziurawiec

Ethan Torticill

Aayden J. Harris

Jovee Valentin

Annah Marie Harris

Armani Dale Blackfish Vargas

Lilly Ann Harris

Colton Jacob Victor

Leiton M. Heinemann

Lyndsee Grace Waldee

Caylix Dre Huffman

Makenzee M. Waldee

Eimile Elizabeth Jessen

Ciana Rae Webster

Tyley Ann Jump

Alec Wolfe

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Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Nebraska Department of Education Rule 10. The Annual Report shall be distributed or made available to residents of the School District each year. The report shall include information required by NDE Rule 10 and applicable NDE guidance. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Nebraska Department of Education, when appropriate. The external team visits shall be conducted at least once each five years.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education. The annual report may include information about student progress on the computer science and technology courses and other relevant measures of student progress in the areas of computer science and technology education. To the extent appropriate, computer science education data may be incorporated into the District's Annual Report and considered as part of the District's ongoing school improvement planning process.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10  
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

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Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred ~~nine-thirty-six~~ thousand dollars (\$~~109~~136,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred ~~and eighteenforty-four~~ thousand dollars (~~\$118144~~,000), as adjusted from time to time by Section 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

New ConstructionFacilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$~~109~~136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$136,000, or such sum as adjusted pursuant to Section 73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. Sections 73-101 to 73-106

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred thirty-six thousand dollars (\$136,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars (\$10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred forty-four thousand dollars (\$144,000), as adjusted from time to time by Section 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.*; Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

StudentsAsthma, Anaphylaxis, and Allergic Reaction Protocol

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

The Superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction (including anaphylaxis) and use of an EpiPen and albuterol. These regulations and protocols shall also ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the School District's curriculum, generally beginning at 8:00 a.m. and ending at 3:30 p.m. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made in the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

The parent or guardian of a student of minority age may sign a waiver requesting that their student not receive emergency treatment under this protocol.

The Superintendent or designee shall further develop and implement protocols to address anaphylaxis and the emergency use of epinephrine at school buildings and school-sponsored activities. A school nurse or trained staff member may administer epinephrine to any individual believed to be experiencing anaphylaxis. These protocols will also address the District's response, documentation, notification, and reporting any instances of administering epinephrine. The District will continue to implement individualized health or Section 504 plans for students with known severe allergies, and nothing in this policy limits rights or accommodations under Section 504, the ADA, or the IDEA.

Legal Reference: NDE Rule 59.006  
Neb. Rev. Stat. § 79-227

Date of Adoption: [Insert Date]

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The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education.

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Legal Reference: NDE Rule 59.006  
Neb. Rev. Stat. § 79-227

Date of Adoption: [Insert Date]

**~~WAIVER OF EMERGENCY RESPONSE TO  
LIFE THREATENING ASTHMA OR  
SYSTEMIC ALLERGIC REACTIONS PROTOCOL~~**

[Name] Public School District

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

~~I am aware of the school policy that provides a protocol to follow by school personnel to administer EpiPen/albuterol to a student when it is determined that the student is suffering a life-threatening asthma or systemic allergic reaction while school is in session.~~

~~After considering the school policy and the best interests of my child, \_\_\_\_\_, I do not wish to have him/her given or administered albuterol or medication from an Epi-Pen by school personnel under any circumstances for the 20\_\_\_\_-20\_\_\_\_ school year.~~

DATED: \_\_\_\_\_  
\_\_\_\_\_  
Signature of Parent/Guardian/Custodian

DATED: \_\_\_\_\_  
\_\_\_\_\_  
Signature of Physician

**DO NOT** return this form **without** a physician's signature supporting your request to remove your child from the protocol.



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## FIRST SET OF 2026 POLICY UPDATES

Over the past several years, the Nebraska Legislature enacted several measures that will take effect during the 2026-2027 school year. In anticipation of these changes, we are sending the first set of policy updates to give boards and administrators time to review and plan for next year. As always, please do not hesitate to contact us with any questions or concerns.

**1. Policy 1040 – Annual Report.** Neb. Rev. Stat. § 79-3305 now requires an annual “computer science and technology education status report” to the School Board. The deadline to complete the first report is December 1, 2026.

**2. Policy 3540 – Bidding Construction Projects.** Neb. Rev. Stat. § 81-3445 requires the State Board of Engineers and Architects to adjust the threshold for architects or engineers on construction projects. The Board adjusted this amount to \$144,000, which is now reflected in Policy 3540.

**3. Policy 5601 – Asthma, Anaphylaxis and Allergic Reaction Protocol.** Neb. Rev. Stat. § 79-227 requires each Board to adopt an anaphylaxis policy by July 1, 2026. The anaphylaxis policy must also be included in the Student Handbook, beginning in the 2026-2027 school year. In addition, DHHS issued a new guidance document for anaphylaxis that does not need to be adopted into Board Policy but can be shared with your staff.

**4. Policy 7050 – Bids and Contracts.** Neb. Rev. Stat. § 73-106 requires the State Board of Education to adjust the bidding threshold once every five years. The State Board adjusted this amount to \$136,000, which is now reflected in Policy 7050.

Community RelationsAnnual Report and School Improvement

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Nebraska Department of Education Rule 10. The Annual Report shall be distributed or made available to residents of the School District each year. The report shall include information required by NDE Rule 10 and applicable NDE guidance. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Nebraska Department of Education, when appropriate. The external team visits shall be conducted at least once each five years.

At least annually, the Superintendent or designee shall provide a computer science and technology education status report to both the Board of Education and Nebraska State Department of Education. The annual report may include information about student progress on the computer science and technology courses and other relevant measures of student progress in the areas of computer science and technology education. To the extent appropriate, computer science education data may be incorporated into the District's Annual Report and considered as part of the District's ongoing school improvement planning process.

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10  
Neb. Rev. Stat. § 79-3305

Date of Adoption: [Insert Date]

NEBRASKA DEPARTMENT OF HEALTH AND HUMAN SERVICES

# GUIDANCE DOCUMENT

“This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Nebraska Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.”

Pursuant to  
Neb. Rev. Stat. § 84-901.03

# Anaphylaxis Response Policy Guidance Document

Effective 7/1/2026

The purpose of the Guidance Document is to assist licensed child care providers in adopting policy to address EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS), as stated in Neb. Rev. Stat. § 71-1913.04 and § 71-1965

**DEFINITION:** Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary. A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, AND DEATH CAN OCCUR. Immediate allergic reactions may require emergency treatment and medications. **LIFE-THREATENING ASTHMA SYMPTOMS:** Any of these symptoms may occur:

- Chest tightness.
- Wheezing.
- Severe shortness of breath.
- Retractions (chest or neck “sucked in”).
- Cyanosis (lips and nail beds exhibit a grayish or bluish color).
- Change in mental status, such as agitation, anxiety, or lethargy.
- A hunched-over position.
- Breathlessness causing speech in one-to-two-word phrases or complete inability to speak.

**ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM:** Any of the symptoms may occur within seconds. The more immediate the reaction the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- Skin: warmth, itching, and/or tingling of underarms/groin, flushing, hives.
- Abdominal: pain, nausea and vomiting, diarrhea.
- Oral/Respiratory: sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction.
- Cardiovascular: headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse).
- Mental status: apprehension, anxiety, restlessness, irritability.

#### EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.
3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

#### STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

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Prescribing Health Care Practitioner

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Date

When signed by a licensed prescribing health care practitioner, these orders shall serve as a prescription as defined in Neb. Rev. Stat. § 71-2475 for emergency use for epinephrine auto injectors and nebulized albuterol to be used accordingly.

StudentsSchool Library Materials and Parent Access

The District will provide parents, guardians, and educational decisionmakers access to information regarding books available in the District's school library, and an opportunity to receive notification when their student checks out a library book.

For purposes of this Policy, the "school library" means the collection of books maintained by the District in a library or media center, as designated by the Superintendent or designee, located on school property and managed by District staff for student circulation. The term "school library" does not include: (1) classroom libraries or book collections maintained by individual teachers; (2) instructional textbooks or curriculum materials issued to students; (3) digital instructional materials, online databases, or subscription research services; and (4) materials accessed through a library not managed or supervised by the District. For purposes of this policy, a "book" means a bound or printed work cataloged within the District's school library circulation system.

The District will maintain a catalog of books available in each designated library. Such catalog will be made available for viewing by parents, guardians, and educational decisionmakers through a method designated by the Superintendent or designee.

The District will provide parents, guardians, and educational decisionmakers the opportunity to opt-in to receive notification when their student checks out a book from a designated library. If a parent, guardian, or educational decisionmaker elects to receive such notifications, the District shall provide such notice, which will include the: (1) title of the book; (2) author(s); and (3) date the book must be returned.

Requests to receive library checkout notifications must be submitted through a written request or through a process identified by the Superintendent or designee.

The Superintendent or designee may develop procedures to implement this Policy, and staff, parents, guardians, and educational decisionmakers must follow these procedures.

Legal Reference: Neb. Rev. Stat. §79-533.04

Date of Adoption: [Insert Date]

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**79-533.04. School library materials; access by parent, guardian, or educational decisionmaker; school board adopt policy.**

(1) For purposes of this section, educational decisionmaker has the same meaning as in section 79-530.

(2) Each school board of a public school district shall adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials. Such policy shall:

(a) Require the creation of a catalog of all books in the school district's library, categorized by school building, which shall be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending such school district; and

(b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of such parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. Such notification shall include:

(i) The title of the book checked out by the student;

(ii) The name of the author of the book checked out by the student; and

(iii) The date the book checked out by the student is due to be returned to the school library.

(3) This section shall only apply to a school library that is located on school district property and shall not apply to any other public library regardless if such library contracts with a school district for use by students.

**Source:** Laws 2025, LB390, § 1.

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## LB 390 Analysis: What to Expect and Tips for Planning Ahead

Last year, Nebraska's Legislature passed LB 390, now codified as Neb. Rev. Stat. § 79-533.04.

Under the new law, before the 2026-2027 school year begins, every public school district must adopt a Board Policy that:

1. Requires a "catalog" of all books in the school district's library. The "catalog" must be categorized by school building and accessible for viewing by a student's educational decisionmaker; and
2. Allows educational decisionmakers to be notified when their student checks out a book from the school library, including the book's name, author, and due date.

Note that the law does not require the catalog or notifications to be electronic. Therefore, a school could create or maintain a paper catalog, as long as educational decisionmakers can view that document. Similarly, the notification requirement does not need to be through an app or software, so a school librarian could email or call a parent when their student checks out a book.

As with any new law, there may be more questions than answers. For instance, the law only applies to a "book" that a student "checks out." Under this plain language, the law does not apply to a student who reads a book in the library.

To this end, the statute does not define "book," though the context of the law suggests a traditional book (as opposed to a magazine or other form of media). Still, the statute only applies to "a school library that is located on school district property . . ." The plain reading of this provision suggests that digital resources and e-Books are probably not covered, though a parent may disagree if their student checks out controversial e-Books. If a school does not plan (or have a way) to notify parents of e-Books, the school should clarify that in Board Policy or the Student Handbook.

Further, the law only requires the school provide a parent with the "opportunity" to be notified of the student's checkouts. Therefore, the statute permits parents to opt-in (as opposed to opting out). The opt-in process will need to be outlined in Board Policy and/or the Student Handbook. With that being said, the opt-in process will require a system to track which parents need to be notified. This may raise administrative questions, including on days when the librarian is out of the building.

Still, the “notification” requirement is not entirely clear. A passive process (such as a website that parents can log onto to see their student’s checkout history) probably does not suffice, since the statute requires parents to be “notified.”

The statute also does not differentiate between the “main” school library and classroom libraries. The statute appears drafted to focus only on the “main” school library, though this new law would be a good opportunity to remind staff to be mindful of the books in their classroom libraries.

In terms of the practical implementation of this new law, schools may be wise to begin thinking about how they will comply with the new law by the beginning of next school year (especially those schools that do not have these systems or processes already in place). Some practical suggestions could include:

- i. Deciding whether the school will change or upgrade its library software to comply with these new requirements;
- ii. Determining whether the existing library catalog is accurate and how often the catalog will be updated (and who will update it);
- iii. How the school will handle opt-in requests (paper forms, emails, or a form online), track the parents who “opt in,” how they will be notified, and how those notifications will be handled if the librarian is out on any given day;
- iv. How these processes will be handled consistently across school buildings;
- v. How the school will notify students of this new process; and
- vi. How all of these new requirements will be implemented and followed next year (when there may be new staff to the District).

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