

Sausalito Marin City School District Agenda

Created: November 14, 2011 at 01:12 PM

Regular Meeting

November 17, 2011

Thursday, 05:30 PM

District Office
630 Nevada Street
Sausalito

Sausalito Marin City School District Board Meeting Procedures

Agendas are posted at the District Office and at Martin Luther King, Jr. Academy, both located at 200 Phillips Drive, Marin City. An agenda is also posted at Bayside Elementary School, 630 Nevada Street, Sausalito. Agendas are posted at least 72 hours in advance of a regular board meeting.

All board meetings are conducted according to Education Code 35145.5 and District Board Policy 9320.

The District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the District Office at 415-332-3190. All efforts will be made for reasonable accommodations. Members of the public are requested to turn off or mute ALL cell phones, pagers or other communication devices upon entering the Board Meeting Room.

Backup materials for items on this agenda are available for review in the Superintendent's Office.

CALL TO ORDER 5:30 PM

- 1. Addressing the Board Prior to Closed Session** (D)

CLOSED SESSION 5:30 - 6:00 PM

- 1. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: Discipline/Dismissal/Release – Classified Employees** (V)
- 2. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54956.8: Lease Agreements and Service Contracts** (V)

OPEN SESSION 6:00 PM

- 1. Report Out from Closed Session** (V)
- 2. Governance Workshop 6:00 to 7:00 PM** (D)
 - Strategic Planning
 - Board Master Calendar

REGULAR SESSION 7:00 PM

1. Pledge of Allegiance (D)

2. Approval of Agenda Order (V)

3. Addressing the Board Prior to Open Session (D)

The Sausalito Marin City School Board of Trustees welcomes and values public input and participation. School board meetings are meetings of the Board of Trustees held in public and as such, public input is structured to ensure efficiency and respect for meeting protocols. Public input rules are posted at meetings.

REPORTS

1. Trustee Reports (D)

Members of the School Board will report on activities and information they wish to share. The Board may request that items be agendaized and researched for presentation at future meetings.

2. Superintendent's Report (D)

- Proposed Marin City Tunnel Project: Dana King
- School Readiness Update and Summer Bridge Report: LaDonna Bonner
- Principal's Report
- Head of School's Report

STUDENT ACHIEVEMENT

1. Adoption of Common Core Content Standards, English Language Arts and Mathematics (V)

On August 2, 2010, the California State Board of Education (SBE) voted unanimously to adopt new standards for both English Language Arts and Mathematics. The Board will consider adoption of the new standards.

2. Study Island Extended Learning Report (D)

Study Island, a web based tutorial program in English Language Arts and Mathematics, supports Martin Luther King, Jr. Academy students as an intervention program to provide remediation or reinstruction in academic skills.

3. Transitional Kindergarten (D)

Last year, the legislature passed and the Governor signed SB 1381 (Simitian) that established a transitional kindergarten requirement for all California school districts. This law moves the birth date cutoff for students entering kindergarten back one month per year over the next three years. Transitional Kindergarten (TK) is intended to be a transition between preschool and kindergarten.

ATTRACT AND RETAIN HIGHLY QUALIFIED STAFF

- 1. In the Matter of the Elimination/Reduction of Certain Positions in the Classified Service and Directing Notification of Classified Employee - Resolution No. 654** (P)

FINANCE

- 1. State Budget Update** (D)

A state budget was approved on time this year based on projected revenues. Governor Brown's approval included a stipulation that a 'Trigger Tracker' would be implemented if revenues fall short of projections. The Board will discuss implications to the district.

- 2. Analysis of Professional Consultant Contracts** (D)

The Board will review a comparison between 2010/2011 actual and 2011/2012 projected expense.

FACILITIES

- 1. Martin Luther King, Jr. Academy Athletic Field and Other Projects** (D)

CONSENT AGENDA

- 1. Approval of the minutes of the regular meeting of October 13, 2011** (P) (C)
- 2. Payment of Warrants** (P) (C)
- 3. Personnel Action Report - No change** (P) (C)

SAVE THE DATES

- 1. Future District Board Meeting Dates** (D)

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

December 8*
December 15

2. Future Charter School Board Meeting Dates (D)

Meetings are open to the public and generally held on the School Campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 PM.

December 14 (2nd Wednesday due to holiday break)

January 18, 2012

February 15

March 21

April 18

May 16

June 20

3. Upcoming Dates and Important Events (D)

Please visit the District website www.sausalitomarincityschools.org

ADJOURNMENT

Americans with Disabilities: The Sausalito Marin City School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the District Office at 415-332-3190. All efforts will be made for reasonable accommodations.

**Sausalito Marin City School District
Board Master Calendar 2011/2012 - Draft**

Agenda Item Description	Strategic Priority	D/A	Reporter
July			
Enrollment and Facilities Update	Enrollment Growth	D	Pitts
Summer Facilities Update	Safe, Healthy, Respectful Schools	D	Pitts/Corson
Quarterly Report: Williams Act	Consent Agenda	A	Pitts
Declaration of Need for Fully Qualified Educators	Attract, develop, retain staff	D	Pitts
August			
Strategic Priorities/Goals Progress	Governance	D	Pitts
Opening Day Enrollment Report	Student Achievement	D	Pitts
Opening of School Report	Safe, Healthy, Respectful Schools	D	Pitts
Summer School Report	Student Achievement	D	Pitts
Renewal of Agreement of SMCSD & SFUSD: Interdistrict Attendance Agreements; 5 yr; next due 2016	Student Achievement	A	Pitts
Conflict of Interest Resolution E9270 (every 2 yrs; next due 2012)	Governance	A	Pitts
Unaudited Actuals	Fiscal Integrity	A/A	Pitts/Rigney/WCA
GANN Resolution	Fiscal Integrity	A	Pitts/Rigney
MSIA Authorizations for Pitts/Rigney	Fiscal Integrity	A	Pitts/Rigney
Quarterly Receivables Report	Fiscal Integrity	D	Pitts/Rigney
WCA: Confirmation of Fiscal Services Contract (MOU v.A.)	Fiscal Integrity	D	Pitts/Rigney/WCA
September			
District Wide Enrollment and Staffing Report	Attract, develop, retain staff	D	Pitts
Public Hearing: Texts & Instructional Materials (by end wk 8 of day 1 attendance)	Student Achievement	A	Pitts
STAR Assessment/CST Report	Student Achievement	D	Principals
Staff Development Report	Attract, develop, retain staff	D	Pitts
Red Ribbon Week Resolution	Student Achievement	A	Pitts
Declaration to Exception to Class Size Maximum (K-3 Class Size Reduction)	Student Achievement	A	Pitts
Annual Operations Application for Class Size Reduction	Student Achievement	A	Pitts
Special Education Program Report	Differentiated Instruction	D	Pitts/Steele
Business Update	Fiscal Integrity	D	Pitts/Rigney
Healthy Kids Survey	Safe, Healthy, Respectful Schools	D	Pitts/XX
Honoring Teachers Who Have Received Permanent Status	Superintendent Report	D	Pitts
October			
Quarterly Report: Williams Act	Consent Agenda	A	Pitts
Technology Report	Student Achievement	D	Pitts/IT
CBEDS/Enrollment Report	Enrollment Growth	D	Pitts
Grade Level Report –XX	Student Achievement	D	Pitts/XX

Agenda Item Description	Strategic Priority	D/A	Reporter
October, continued			
Sunshine Negotiations	Attract, develop, retain staff	D	Pitts
WCA: Educational Program Evaluation/Report (MOU x. B)	Student Achievement	D	Pitts/WCA
API Report	Student Achievement	D	Pitts
November			
Library Report	Student Achievement	D	Pitts
Extended Learning Report	Student Achievement	D	Pitts
Professional Services Contracts (include prior year's numbers & comparison)	Fiscal Integrity	D	Pitts/Rigney
Grade Level Report-XX	Student Achievement	D	Pitts/XX
Single Plans for Student Achievement (BA & MLK) - Consent Agenda	Consent Agenda	A	Pitts
Board Self-Assessment	Governance	D	Pitts
Quarterly Receivables Report	Fiscal Integrity	D	Pitts/Rigney
December			
<i>Combined Annual Meeting/Organizational Meeting</i>			
Oath of Office in an Election Year	Governance	D	Pitts
Election of Officers	Governance	A	Pitts
Minutes of the Last Annual Meeting	Governance	A	Pitts
Designation of MCSBA Representative	Governance	A	Pitts
Annual Board Meeting Calendar	Governance	A	Pitts
Annual Board Master Calendar	Governance	A	Pitts
Reading of Board Members' Pledge	Governance	D	Pitts
<i>Regular Meeting</i>			
First Interim Reports & Budget Revisions: District	Fiscal Integrity	A	Pitts/Rigney
First Interim Reports: WCA	Fiscal Integrity	A	WCA Rep
Committee Designations/Appointments: Golden Bell, TALK-12, JLAC, MCF Representative, Facilities, Finance, Administration, Early Childhood Education, WCA MOU Negotiations, Parent/Community Outreach, School Health Council	Governance	A	Pitts
School Board Month Recognition	Governance	D	Pitts
Draft District Calendar 2012/2013	Governance	D	Pitts
Homework Update (not annual)	Student Achievement	D	Pitts
Grade Level Report-XX	Student Achievement	D	Pitts/XX
January			
Approve District Calendar 2012/2013	Governance	A	Pitts
WCA MOU: proposed revisions by either party due on or before February 1 of each year (MOU 1.B.3.)	Governance	A	Pitts
WCA Prop 39 Request: preliminary District response due on or before February 1 (Prop 39 Request)	Governance	A	Pitts
Quarterly Report: Williams Act	Consent Agenda	A	Pitts
Annual Certificated Seniority/Credentials Held List	Attract, develop, retain staff	A	Pitts
Audits: District & WCA	Fiscal Integrity	A/A	Pitts/XX/WCA
Adopt Budget Development Calendar	Fiscal Integrity	A	Pitts/Rigney

Agenda Item Description	Strategic Priority	D/A	Reporter
January, continued			
Budget Revisions – Second Interim	Fiscal Integrity	A	Pitts/Rigney
Schedule Annual Budget Study Session for March	Fiscal Integrity	D	Pitts/Rigney
Physical Fitness Assessment Results	Student Achievement	D	Pitts
Consolidated Application Part II	Fiscal Integrity	A	Pitts/Rigney
School Accountability Report Card (SARC)	Communications	A	Pitts
AB1200 Disclosures - SDTA	Fiscal Integrity	A	Pitts/Rigney
Grade Level Report-XX	Student Achievement	D	Pitts/XX
Annual review of School Safety Plans	Safe, Healthy, Respectful Schools	D	Pitts/XX
February			
Negotiations Update	Attract, develop, retain staff	D	Pitts
Wellness Policy Review and Report (every 3 years); last done 2011	Governance	D	Pitts
Draft Board of Trustees Calendar	Governance	D	Pitts
P2 Enrollment Report	Fiscal Integrity	D	Pitts/Rigney
Second Interim Reports: District & WCA	Fiscal Integrity	A/A	Pitts/Rigney/WCA
Resolution: if any, to reduce particular kinds of services (SDTA)-due March 15	Attract, develop, retain staff	A	Pitts
AB 1200 Disclosure for CSEA Settlement	Fiscal Integrity	A	Pitts/Rigney
AB 1200 Disclosure for Non-Represented (Management and Confidential)	Fiscal Integrity	A	Pitts/Rigney
Quarterly Receivables Report	Fiscal Integrity	D	Pitts/Rigney
Curriculum and Instruction Report	Student Achievement	D	Pitts
Grade Level Report-XX	Student Achievement	D	Pitts/XX
March			
Special Education Program Report	Student Achievement	D	Pitts/Steele
Annual Policy Review: Extracurricular & Co-Curricular (and other if any added)	Governance	A	Pitts
Approve Board of Trustees Calendar	Governance	A	Pitts
WCA Prop 39 Request: final District response due on or before April 11 (Prop 39 Request)	Governance	A	Pitts
Resolution – Lincoln’s Birthday	Communications/ Student Achievement	A	Pitts
Resolution: if any, to reduce/eliminate classified services (CSEA)	Attract, develop, retain staff	A	Pitts
Strategic Priorities Planning (As Needed)	Governance	D	Pitts
Annual Art Grant Report	Student Achievement	D	Pitts/XX
Grade Level Report-XX	Student Achievement	D	Pitts/XX
April			
Enrollment and Staffing Projections	Attract, develop, retain staff	D	Pitts
Tennessee Woods Agreement	Governance	A	Pitts
Tennessee Glen Agreement	Governance	A	Pitts
Mill Valley SD/SMCSD Attendance Agreement	Governance	D	Pitts
Resolution - Employee Appreciation	Attract, develop, retain staff	A	Pitts
Quarterly Report: Williams Act	Consent Agenda	A	Pitts

Agenda Item Description	Strategic Priority	D/A	Reporter
April, continued			
CAM lease for Head Start; renewal for 07/01 or 60 written notice to terminate	Governance	A	Pitts
First Draft – General Fund Budget	Fiscal Integrity	D	Pitts/Rigney
First Draft – WCA Budget	Fiscal Integrity		WCA
Grade Level Report-XX	Student Achievement	D	Pitts/XX
May			
Recognition: Golden Bell winners; SDTA Merit Pay recipients, retirees; etc	Attract, develop, retain staff	D	Pitts
Assessment Reports (Writing/Study Island)	Student Achievement	D	Pitts
Extension of Agreement of Participating School Districts in Marin Re: Interdistrict Attendance Agreements	Governance	A	Pitts
District Health Services Overview	Safe, Healthy, Respectful Schools	D	Pitts/School Nurse
Instructional Minutes/Bell Schedule	Student Achievement	A	Pitts/Principals
School Site Survey Results	Safe, Healthy, Respectful Schools	D	Pitts/Principals
Second Draft – General Fund Budget	Fiscal Integrity	D	Pitts/Rigney
Second Draft-WCA Budget	Fiscal Integrity		WCA
Quarterly Receivables Report	Fiscal Integrity		Pitts/Rigney
Year End After School Program Report	Student Achievement	D	Pitts/XX
Grade Level Report-XX	Student Achievement	D	Pitts/XX
June			
First Meeting			
Consolidated Application Part 1	Fiscal Integrity	A	Pitts/Rigney
Authorizations to Sign (4)	Consent Agenda	A	Pitts
Strategic Priorities Review	Governance	D	Pitts
Second Meeting			
Public Hearing: Categoricals Tier III	Fiscal Integrity	D	Pitts/Rigney
Resolution-State Categorical Funds/Implementing Flexibility Authorized by SBX3	Fiscal Integrity	A	Pitts/Rigney
Public Hearing: District Budget	Fiscal Integrity	D	Pitts/Rigney
Approve District Budget	Fiscal Integrity	A	Pitts/Rigney
Accept WCA Approved Budget	Fiscal Integrity	A	Pitts/Rigney/WCA
Resolution-Establishing Fund Balance Policies (GASB 54)	Fiscal Integrity	A	Pitts/Rigney
Resolution-Temporary Transfer of Funds, Tax Anticipation (TAN)	Fiscal Integrity	A	Pitts/Rigney
Resolution-Budget Transfers to Permit Payment Obligations at Close of Year	Fiscal Integrity	A	Pitts/Rigney
WCA: Annual Supplemental Funding Agreement	Fiscal Integrity	A	Pitts/Rigney
WCA MOU: Finalize agreed upon changes (proposed in February of <u>each year</u> [MOU 1.B.3.]) by July 1	Governance	A	Pitts
Education Technology Plan; plan expires 06/30/14	Student Achievement	A	Pitts
Transportation Report	Safe, Healthy, Respectful Schools	D	Pitts/Corson
School Site Safety Reports	Safe, Healthy, Respectful Schools	D	Pitts/Principals

Agenda Item Description	Strategic Priority	D/A	Reporter
June, continued,			
WCA MOU: current MOU expires 06/30/14 WCA Facilities Use Agreement; current FUA expires 06/30/14 WCA Charter: 5 year term expires 06/30/14	Governance	A	Pitts

Rev.11/10/11

Sausalito Marin City School District

Meeting: Regular Meeting : STUDENT ACHIEVEMENT

Created : November 14, 2011 at 01:48 PM

1. Adoption of Common Core Content Standards, English Language Arts and Mathematics (v)

November 17, 2011

Status:

Quick Summary / Abstract

On August 2, 2010, the California State Board of Education (SBE) voted unanimously to adopt new standards for both English Language Arts and Mathematics. The Board will consider adoption of the new standards.

Background/Analysis/Financial Impact/Legal Implications

Background

The Council of Chief State School Officers and the National Governor's Association developed Common Core Standards (CCS) as best practices, which were released on June 2, 2010. In response, the California Academic Content Standards Commission (SB X5) consisting of a 21 member standards commission was created to review the CCS and make recommendations about the level of rigor in reading, writing, mathematics and assessment. The commission accomplished this work with the assistance of content experts, an analysis of gaps between current standards and common core, and through a review of current research. A 15% augmentation of CCS was recommended by the commission to enhance student learning and rigor, maintain some current standards, and to address the perceived achievement gap. The State Board of Education adopted the standards recommended by the California Academic Content Standards Commission on August 2, 2010.

Analysis

Common Core Standards will emphasize "an integrated model of literacy" which emphasizes critical thinking, problem solving, and 21st century learning styles. The standards focus on text complexity, reading and writing across the curriculum, analyzing informational text, deriving evidence and writing arguments based on resources, and using collaborative teaching and learning modalities.

Financial Impact

None.

Recommendation

The Superintendent recommends Trustees adopt the California Common Core Standards, English Language Arts and Math.

Associated File Attachments



[california common core content standards \(Files\)](#)

[overview of common core standards \(Files\)](#)



COMMON CORE STATE STANDARDS

"...what students are expected to know and be able to do."

On August 2, 2010, the California State Board of Education (SBE) voted unanimously to adopt new standards for both mathematics and English-language arts. The new standards are rigorous, research-based, and designed to prepare every student for success in college and the workforce. The standards are internationally benchmarked to ensure that our students are able to compete with students around the globe.



The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in college and career. The first step in this process was the development of the College and Career Readiness standards. These later became the foundation for the Common Core State Standards (CCSS).

The Common Core State Standards Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards. Parents, educators, content experts, researchers, national organizations, and community groups from forty-eight states, two

territories, and the District of Columbia all participated in the development of the standards.

The CCSS were developed for English-language arts and mathematics, kindergarten through grade twelve. They were built upon the best state standards; the experiences of teachers, content experts, and leading thinkers; and feedback from the general public.

California and the Common Core

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) established the Academic Content Standards Commission (ACSC) to develop academic content standards in language arts and mathematics. At least 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material as recommended by the commission. SB X5 1 stated that California must:

Ensure the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

At the same time, SB X5 1 directed the SBE to accept or reject the recommendations of the ACSC by August 2, 2010.

The ACSC convened during the summer of 2010 to evaluate the CCSS for rigor and alignment to California standards. They inserted words, phrases, and select California standards in their entirety to maintain California's high expectations for students.

On July 15, 2010, the commission recommended that the SBE adopt the CCSS as amended. The SBE voted unanimously to adopt the recommendations of the ACSC on August 2, 2010.

English-Language Arts-Highlights of the CCSS

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

Mathematics-Highlights of the CCSS

The mathematics standards for kindergarten through grade eight are organized by domain. Students in kindergarten through grade five are expected to achieve mastery in whole numbers

arithmetic (addition, subtraction, multiplication, and division) and to develop a strong conceptual understanding and procedural skill with fractions—critical foundations for the learning of algebra. The standards for grades six and seven extend work with fractions and develop concepts such as rational numbers and proportional relationships.

The CCSS are consistent with the goal that all students succeed in Algebra 1. Students who master the content and skills through grade seven will be well-prepared for algebra in grade eight. Recognizing that all students must continue their study of mathematics, the CCSS moves students forward with grade eight standards that prepare them for higher math, include Algebra 1.

The high school standards identify the mathematics that all students should study to be college and career ready. The standards are organized by conceptual categories: number and quantity, algebra, functions, modeling, geometry, and statistics and probability. In addition, the CCSS include standards for Algebra 1, Calculus, and Advanced Placement Probability and Statistics.

Across grade levels and content areas, the CCSS are designed to balance the development of conceptual understandings with the acquisition of procedural skills. Students are expected to apply mathematical ways of thinking to real world issues and challenges, to construct sound mathematical arguments, and to be precise in their mathematical communications.

Next Steps

Although California's 1997 academic standards for English-language arts and mathematics share many similarities in content and design with the new CCSS, it will take several years to implement the new standards. Proposed timelines and an implementation plan for new curriculum frameworks, instructional materials adoptions, professional development, and assessment based on the new standards will be presented to the SBE for approval later this year and are contingent upon legislative action and funding.

California's Common Core Content Standards^{for}

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:

Grade 1 Students:

Grade 2 Students:

Key Ideas and Details

- | | | |
|--|---|--|
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details. | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| 3. With prompting and support, identify characters, settings, and major events in a story. | 3. Describe characters, settings, and major events in a story, using key details. | 3. Describe how characters in a story respond to major events and challenges. |

Craft and Structure

- | | | |
|--|--|--|
| 4. Ask and answer questions about unknown words in a text. <u>(See grade K Language standards 4-6 on pages 19-20 for additional expectations.)</u> | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)</u> | 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.)</u> |
| 5. Recognize common types of texts (e.g., storybooks, poems, <u>fantasy</u> , <u>realistic text</u>). | 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 6. Identify who is telling the story at various points in a text. | 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

Integration of Knowledge and Ideas

- | | | |
|---|---|---|
| 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 7. Use illustrations and details in a story to describe its characters, setting, or events. | 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| 8. (Not applicable to literature) | 8. (Not applicable to literature) | 8. (Not applicable to literature) |
| 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 9. Compare and contrast the adventures and experiences of characters in stories. | 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |

Reading Standards for Literature K-5

Kindergartners:

Grade 1 Students:

Grade 2 Students:

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

- Activate prior knowledge related to the information and events in texts.
- Use illustrations and context to make predictions about text.

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

- Activate prior knowledge related to the information and events in a text.
- Confirm predictions about what will happen next in a text.

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 on page 22 for additional expectations.)

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). (See grade 4 Language standards 4-6 on page 22 for additional expectations.)

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 on page 22 for additional expectations.)

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Distinguish their own point of view from that of the narrator or those of the characters.

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

6. Describe how a narrator's or speaker's point of view influences how events are described.

Reading Standards for Literature K-5

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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Reading Standards for Informational Text K-5

Kindergartners:

Grade 1 Students:

Grade 2 Students:

Key Ideas and Details

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| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. | 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. |
| 2. With prompting and support, identify the main topic and retell key details of a text. | 2. Identify the main topic and retell key details of a text. | 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |

Craft and Structure

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|---|--|---|
| 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 19-20 for additional expectations.) | 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.) | 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.) |
| 5. Identify the front cover, back cover, and title page of a book. | 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

Integration of Knowledge and Ideas

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| 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | 7. Use the illustrations and details in a text to describe its key ideas. | 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| 8. With prompting and support, identify the reasons an author gives to support points in a text. | 8. Identify the reasons an author gives to support points in a text. | 8. Describe how reasons support specific points the author makes in a text. |
| 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | 9. Compare and contrast the most important points presented by two texts on the same topic. |

Range of Reading and Level of Text Complexity

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|---|---|--|
| 10. Actively engage in group reading activities with purpose and understanding. | 10. With prompting and support, read informational texts appropriately complex for grade 1. | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| a. Activate prior knowledge related to the information and events in texts. | a. Activate prior knowledge related to the information and events in a text. | |
| b. Use illustrations and context to make predictions about text. | b. Confirm predictions about what will happen next in a text. | |

Reading Standards for Informational Text K-5

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>(See grade 3 Language standards 4-6 on page 22 for additional expectations.)</u>	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>(See grade 4 Language standards 4-6 on page 22 for additional expectations.)</u>	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <u>(See grade 5 Language standards 4-6 on page 22 for additional expectations.)</u>
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Informational Text K–5

Grade 3 Students:		Grade 4 Students:	Grade 5 Students:
Range of Reading and Level of Text Complexity			
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:		Grade 1 Students:	
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.	1. Demonstrate understanding of the organization and basic features of print.		
a. Follow words from left to right, top to bottom, and page by page.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
b. Recognize that spoken words are represented in written language by specific sequences of letters.			
c. Understand that words are separated by spaces in print.			
d. Recognize and name all upper- and lowercase letters of the alphabet.			
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
a. Recognize and produce rhyming words.	a. Distinguish long from short vowel sounds in spoken single-syllable words.		
b. Count, pronounce, blend, and segment syllables in spoken words.	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
c. Blend and segment onsets and rimes of single-syllable spoken words.	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
d. <u>Blend two to three phonemes into recognizable words.</u>	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)			
f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K-5)

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade 1 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

Grade 2 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read emergent-reader texts with purpose and understanding.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

*Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.

Reading Standards: Foundational Skills (K–5)

Grade 3 Students:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multisyllable words.
 - d. Read grade-appropriate irregularly spelled words.

Grade 4 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Grade 5 Students:

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards K-5

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:		Grade 1 Students:		Grade 2 Students:	
Text Types and Purposes					
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	1. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	1. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing					
4. (Begins in grade 2)	4. (Begins in grade 2)	4. (Begins in grade 2)	4. (Begins in grade 2)	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge					
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Writing Standards K-5

Kindergartners:

Grade 1 Students:

Grade 2 Students:

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 2)	10. (Begins in grade 2)	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards K-5

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Writing Standards K-5

Grade 3 Students:

Grade 4 Students:

Grade 5 Students:

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words and phrases to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 18-19 and 20-21.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 18-19 and 20-21.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 18-19 and 20-21.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Writing Standards K-5

Grade 3 Students:

Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <u>paraphrase</u> , and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. (Begins in grade 4)

Grade 4 Students:

Grade 5 Students:

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Standards K-5

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.

Grade 1 Students:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 2 Students:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 - a. Understand and follow one- and two-step oral directions.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
 - a. Give and follow three- and four-step oral directions.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - a. Memorize and recite poems, rhymes, and songs with expression.

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on pages 18 and 19 for specific expectations.)

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 18 and 19 for specific expectations.)

Speaking and Listening Standards K-5

Grade 3 Students:

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade 5 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
-
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
-
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.

Speaking and Listening Standards K-5

Grade 3 Students:

Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

Grade 4 Students:

4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable.

Grade 5 Students:

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position.
 - b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 20 and 21 for specific expectations.)

6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 20 and 21 for specific expectations.)

Language Standards K-5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:		Grade 1 Students:		Grade 2 Students:	
Conventions of Standard English					
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Print many upper- and lowercase letters.	a. Print all upper- and lowercase letters.		a. Create readable documents with legible print.	
	b. Use frequently occurring nouns and verbs.	b. Use common, proper, and possessive nouns.		b. Use collective nouns (e.g., <i>group</i>).	
	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).		c. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	
	d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).		d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	
	e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).	e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).		e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	
	f. Produce and expand complete sentences in shared language activities.	f. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		f. Use adjectives and adverbs, and choose between them depending on what is to be modified.	
		g. Use determiners (e.g., articles, demonstratives).		g. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	
		h. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).			
		i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
		j.			
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize the first word in a sentence and the pronoun I.	a. Capitalize dates and names of people.		a. Capitalize holidays, product names, and geographic names.	
	b. Recognize and name end punctuation.	b. Use end punctuation for sentences.		b. Use commas in greetings and closings of letters.	
	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	c. Use commas in dates and to separate single words in a series.		c. Use an apostrophe to form contractions and frequently occurring possessives.	
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	
		e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

Language Standards K-5

Kindergartners:

Knowledge of Language

3. (Begins in grade 2)

Grade 1 Students:

3. (Begins in grade 2)

Grade 2 Students:

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Use frequently occurring affixes as a clue to the meaning of a word.
 - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - d. Use knowledge of the meaning of individual words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).

Language Standards K-5

Kindergartners:

Vocabulary Acquisition and Use

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1 Students:

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*).

Grade 2 Students:

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3 Students:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
 - b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - c. Use reciprocal pronouns correctly.
 - d. Form and use regular and irregular plural nouns.
 - e. Use abstract nouns (e.g., *childhood*).
 - f. Form and use regular and irregular verbs.
 - g. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - h. Ensure subject-verb and pronoun-antecedent agreement.*
 - i. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - j. Use coordinating and subordinating conjunctions.
 - k. Produce simple, compound, and complex sentences.

Grade 4 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Write fluidly and legibly in cursive or joined italics.
 - b. Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
 - e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - f. Form and use prepositional phrases.
 - g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
 - h. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*

Grade 5 Students:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.*
 - e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

Language Standards K-5

Grade 3 Students:

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
 - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Grade 4 Students:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use correct capitalization.
 - b. Use commas and quotation marks to mark direct speech and quotations from a text.
 - c. Use a comma before a coordinating conjunction in a compound sentence.
 - d. Spell grade-appropriate words correctly, consulting references as needed.

Grade 5 Students:

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.*
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.*
 - b. Choose punctuation for effect.*
 - c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

Language Standards K-5

Grade 3 Students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

Grade 4 Students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.

Grade 5 Students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas.
 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
-
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figurative language, including similes and metaphors, in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)									
	3	4	5	6	7	8	9–10	11–12		
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.										
L.3.3a. Choose words and phrases for effect.										
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.										
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).										
L.4.3a. Choose words and phrases to convey ideas precisely. ²										
L.4.3b. Choose punctuation for effect.										
L.5.1d. Recognize and correct inappropriate shifts in verb tense.										
L.5.2a. Use punctuation to separate items in a series. ³										
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.										
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).										
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.										
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.										
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ⁴										
L.6.3b. Maintain consistency in style and tone.										
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.										
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.										
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.										
L.9–10.1a. Use parallel structure.										

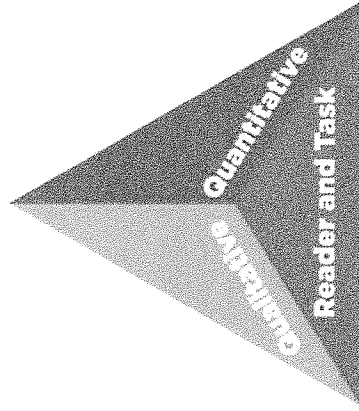
²Subsumed by L.7.3a

³Subsumed by L.9–10.1a

⁴Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A

Range of Text Types for K-5

Students in grades K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Text Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	• <i>Over in the Meadow</i> by John Langstaff (traditional) (c1800)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)*	• <i>My Five Senses</i> by Ailiki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	• "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hi! Fly Guy</i> by Tedd Arnold (2006)	• <i>A Tree Is a Plant</i> by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	• "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, illustrated by Mark Teague (2001)	• <i>A Medieval Feast</i> by Ailiki (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	• <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)	• <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades					K	1	2-3	4-5
The Human Body	The five senses and associated body parts	Introduction to the systems of the human body and associated body parts	Digestive and excretory systems	Circulatory system				
Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	• <i>My Five Senses</i> by Aiki (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Smell</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985)	• <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gallimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004)	• <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Petrie (2007)	• <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Petrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009)				
	Taking care of your body: Overview (hygiene, diet, exercise, rest)	Taking care of your body: Germs, diseases, and preventing illness	Taking care of your body: Healthy eating and nutrition	Respiratory system				
	• <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering Tourville (2008) • <i>Sleep</i> by Paul Showers (1997) • <i>Fuel the Body</i> by Doering Tourville (2008)	• <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by Genichiro Yagu (1998)	• <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004)	• <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Petrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009)				
			Muscular, skeletal, and nervous systems		Endocrine system			
			• <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joelle Riley (2004)		• <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)			

Reading Standards for Literature 6-12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 Students:		Grade 7 Students:		Grade 8 Students:	
Key Ideas and Details					
1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 6 Language standards 4-6 on page 44 for additional expectations.)</u>	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <u>(See grade 7 Language standards 4-6 on page 44 for additional expectations.)</u>	4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 44 for additional expectations.)</u>
5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6.	Explain how an author develops the point of view of the narrator or speaker in a text.	6.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6-12

Grade 6 Students:

Grade 7 Students:

Grade 8 Students:

Integration of Knowledge and Ideas

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| 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. |
|--|--|---|

8. (Not applicable to literature)

8. (Not applicable to literature)

8. (Not applicable to literature)

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literature 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)

5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

8. (Not applicable to literature)

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Grades 11-12 Students:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining here the text leaves matters uncertain.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)

5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

8. (Not applicable to literature)

9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6-12

Grade 6 Students:

Grade 7 Students:

Grade 8 Students:

Key Ideas and Details

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|--|---|--|
| 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. |
| 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |

Craft and Structure

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| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 on page 44 for additional expectations.) | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4-6 on page 44 for additional expectations.) | 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4-6 on page 44 for additional expectations.) |
| 5. 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.
a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. | 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. | 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. |
| 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |

Integration of Knowledge and Ideas

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| 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. |
| 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |

Grade 6 Students:		Grade 7 Students:		Grade 8 Students:	
Integration of Knowledge and Ideas					
9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity					
10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:		Grades 11-12 Students:	
Key Ideas and Details			
1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure			
4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)</u>	4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <u>(See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)</u>
5.	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).	5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	a.	Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
Integration of Knowledge and Ideas		6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7.	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8.	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9.	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9.	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity			
10.	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10.	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 Students:		Grade 7 Students:		Grade 8 Students:	
Text Types and Purposes					
1.	Write arguments to support claims with clear reasons and relevant evidence.	1.	Write arguments to support claims with clear reasons and relevant evidence.	1.	Write arguments to support claims with clear reasons and relevant evidence.
	- Introduce claim(s) and organize the reasons and evidence clearly. - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the argument presented.	- Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.	- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.	- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented.	
2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	2.	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	- Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate transitions to clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from the information or explanation presented.	- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.	- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.	- Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented.	

Writing Standards 6-12

Grade 6 Students:

Grade 7 Students:

Grade 8 Students:

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 43.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 43.)
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 43.)
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Standards 6-12

Grade 6 Students:

Grade 7 Students:

Grade 8 Students:

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Writing Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 11-12 Students:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6-12

Grades 9-10 Students:

Grades 11-12 Students:

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, 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.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 45.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 45.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

Writing Standards 6-12

Grades 9-10 Students:

Research to Build and Present Knowledge (continued)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
 - b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Grades 11-12 Students:

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
 - b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards 6-12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Grade 6 Students:		Grade 7 Students:		Grade 8 Students:	
Comprehension and Collaboration					
1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3.	Delineate a speaker's argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Speaking and Listening Standards 6-12

Grade 6 Students:

Presentation of Knowledge and Ideas

4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 43 for specific expectations.)

Grade 7 Students:

4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 43 for specific expectations.)

Grade 8 Students:

4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 43 for specific expectations.)

Speaking and Listening Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grades 11-12 Students:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose [e.g., argument, narrative, informative, response to literature presentations], audience, and task.
 - a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.
 - a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.)

Speaking and Listening Standards 6-12

Grades 9-10 Students:

Presentation of Knowledge and Ideas

- b. Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)

Grades 11-12 Students:

- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.)

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 45 for specific expectations.)

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 45 for specific expectations.)

Language Standards 6-12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 53 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 Students:		Grade 7 Students:		Grade 8 Students:	
Conventions of Standards English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>), correctly . c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language					
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Language Standards 6-12

Grade 6 Students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7 Students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 8 Students:

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwholesome, thrifty*).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., verbal irony, puns) in context.
 - b. Use the relationship between particular words to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:		Grades 11-12 Students:	
Conventions of Standard English			
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Knowledge of Language			
3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6-12

Grades 9-10 Students:

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*) and continue to apply knowledge of Greek and Latin roots and affixes.
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, *rhyming dictionaries*, *bilingual dictionaries*, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grades 11-12 Students:

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
 - c. Consult general and specialized reference materials (e.g., college-level dictionaries, *rhyming dictionaries*, *bilingual dictionaries*, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely. ¹								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series. ²								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style. ³								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

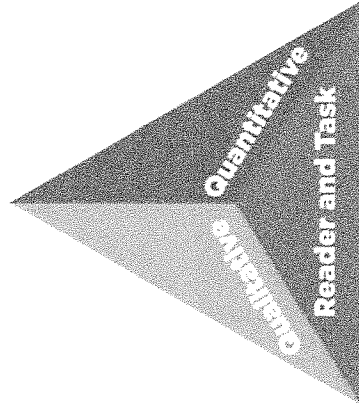
¹ Subsumed by L.7.3a

² Subsumed by L.9–10.1a

³ Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A

Range of Text Types for 6-12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes <u>classical through contemporary</u> one-act and multi-act plays, both in written form and on film, <u>and works by writers representing a broad range of literary periods and cultures.</u>	Includes <u>classical through contemporary works</u> and the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics <u>by writers representing a broad range of literary periods and cultures.</u>	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Text Illustrating the Complexity, Quality, and Range of Student Reading 6-12

Literature: Stories, Dramas, Poetry		Informational Texts: Literary Nonfiction
6-8	• <i>Little Women</i> by Louisa May Alcott (1869) • <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) • "The Road Not Taken" by Robert Frost (1915) • <i>The Dark Is Rising</i> by Susan Cooper (1973) • <i>Dragonwings</i> by Laurence Yep (1975) • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976)	• "Letter on Thomas Jefferson" by John Adams (1776) • <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) • "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) • <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
	• <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) • "Ozymandias" by Percy Bysshe Shelley (1817) • "The Raven" by Edgar Allan Poe (1845) • "The Gift of the Magi" by O. Henry (1906) • <i>The Grapes of Wrath</i> by John Steinbeck (1939) • <i>Fahrenheit 451</i> by Ray Bradbury (1953) • <i>The Killer Angels</i> by Michael Shaara (1975)	• "Speech to the Second Virginia Convention" by Patrick Henry (1775) • "Farewell Address" by George Washington (1796) • "Gettysburg Address" by Abraham Lincoln (1863) • "State of the Union Address" by Franklin Delano Roosevelt (1941) • "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) • "Hope, Despair and Memory" by Elie Wiesel (1997)
	• "Ode on a Grecian Urn" by John Keats (1820) • <i>Jane Eyre</i> by Charlotte Brontë (1848) • "Because I Could Not Stop for Death" by Emily Dickinson (1890) • <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) • <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) • <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) • <i>The Namesake</i> by Jhumpa Lahiri (2003)	• <i>Common Sense</i> by Thomas Paine (1776) • <i>Walden</i> by Henry David Thoreau (1854) • "Society and Solitude" by Ralph Waldo Emerson (1857) • "The Fallacy of Success" by G. K. Chesterton (1909) • <i>Black Boy</i> by Richard Wright (1945) • "Politics and the English Language" by George Orwell (1946) • "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)
11-CCR		

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:		Grades 9-10 Students:		Grades 11-12 Students:	
Key Ideas and Details					
1.	Cite specific textual evidence to support analysis of primary and secondary sources.	1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3.	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure					
4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas					
7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8.	Distinguish among fact, opinion, and reasoned judgment in a text.	8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9.	Analyze the relationship between a primary and secondary source on the same topic.	9.	Compare and contrast treatments of the same topic in several primary and secondary sources.	9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 6-8 Students:

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Grades 9-10 Students:

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Grades 11-12 Students:

10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 Students:

Grades 9-10 Students:

Grades 11-12 Students:

Key Ideas and Details

1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Reading Standards for Literacy in Science and Technical Subjects 6-12

Grades 6-8 Students:

Integration of Knowledge and Ideas

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Grades 9-10 Students:

9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Grades 11-12 Students:

9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:

Text Types and Purposes

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9-10 Students:

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Grades 11-12 Students:

1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 Students:

Grades 9-10 Students:

Grades 11-12 Students:

Text Types and Purposes (continued)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Grades 6-8 Students:

Grades 9-10 Students:

Grades 11-12 Students:

Production and Distribution of Writing

- | | | |
|--|---|---|
| 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

Research to Build and Present Knowledge

- | | | |
|---|---|--|
| 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| 8. Gather relevant information from multiple print and digital sources (<u>primary and secondary</u>), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources (<u>primary and secondary</u>), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

- | | | |
|--|--|--|
| 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. | 9. Draw evidence from informational texts to support analysis, reflection, and research. |
|--|--|--|

Range of Writing

- | | | |
|--|--|--|
| 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|--|--|--|

Sausalito Marin City School District

Created : November 14, 2011 at 01:48 PM

Meeting: Regular Meeting : STUDENT
ACHIEVEMENT

2. Study Island Extended Learning Report (D)

November 17, 2011

Status:

Discussion Item

Quick Summary / Abstract

Study Island, a web based tutorial program in English Language Arts and Mathematics, supports Martin Luther King, Jr. Academy students as an intervention program to provide remediation or reinstruction in academic skills.

Background/Analysis/Financial Impact/Legal Implications

Background

Extended learning is available for all MLK students as a 7th period. The 7th period begins at 3:00 p.m. and ends at 4:15 p.m., with structured academic activities for each grade level. Extended Learning provides assistance with homework, instructed reading time and remediating academic skills by computer-based instruction through Study Island, a web based tutorial program in English Language Arts and Mathematics. Students at MLK have access to the Marin City Recreational Department's activities from 4:30 p.m. onwards.

Analysis

Study Island was initiated in October this year at MLK and its elementary based counterpart, Reading Eggs at Bayside Elementary in November. Currently it is being used primarily as an intervention program to provide remediation or reinstruction in academic skills. Teachers at Bayside and MLK received training in the program. Study Island is being implemented at the Larkspur Corte Madera School District. The feedback and advice that SMCSd has received from Larkspur has been instrumental in the smooth initiation and development of Study Island at both sites. In other school districts across the state, Study Island has been shown to make a difference in raising the CST scores across grades levels, within its first year of implementation.

All students at MLK will have access to the Study Island English Language Arts and Mathematics for at least 40 minutes during the 7th period. Study Island is also being used to determine how benchmark assessments in English Language Arts and Mathematics could be conducted district wide in grades 5-8.

Financial

The Extended Learning program at MLK is funded by the MLK Transformation Grant. Study Island was purchased by the District at a cost of \$1,534.55 for Bayside and \$1,974.39 for MLK. Staffing costs include two paraprofessionals (43K) and one part time teacher (20K).

Legal Implications

School districts are required to offer remediation and support classes to students who are identified as being "at risk of retention". Parents of students who have been identified as "at risk of retention" were informed that their student was "at risk" at the parent-teacher conference in November this year.

Recommendation

This item is brought before the Board for information and discussion purposes.

Sausalito Marin City School District

Created : November 14, 2011 at 01:49 PM

Meeting: Regular Meeting : STUDENT
ACHIEVEMENT

3. Transitional Kindergarten (D)

November 17, 2011

Status:

Discussion Item

Quick Summary / Abstract

Last year, the legislature passed and the Governor signed SB 1381 (Simitian) that established a transitional kindergarten requirement for all California school districts. This law moves the birth date cutoff for students entering kindergarten back one month per year over the next three years. Transitional Kindergarten (TK) is intended to be a transition between preschool and kindergarten.

Background/Analysis/Financial Impact/Legal Implications

Background

Last year, the legislature passed and the Governor signed SB 1381 (Simitian) that established a transitional kindergarten requirement for all CA school districts. This law moves the birth date cutoff for students entering kindergarten back one month per year over the next three years. In the fall of 2012, students must turn five by November 1 to enter kindergarten. In the fall of 2014 students must turn five by September 1. For students whose birthdays fall between the new legal birth date cutoff and December 2, districts are required to offer transitional kindergarten.

Analysis

Transitional Kindergarten (TK) is intended to be a transition between preschool and kindergarten. TK gives students additional time to learn social, emotional and academic skills, and will use a modified version of kindergarten curriculum, pre-teaching students the material in a multi-sensory, interactive way. While birth date is the main criteria for enrollment in TK, there will be some exceptions for students who are ready for traditional kindergarten or for students who are born before September 1, but would benefit from a year of TK before kindergarten. A screening tool will be used to identify student readiness and aide in placing students in the appropriate level (TK or K). A team of administrators and teachers is working with other districts in Marin to map out a timeline for the TK program rollout and communication.

Financial Impact

The children who would meet the criteria for the transitional kindergarten are currently being served in our kindergarten program. We anticipate one small cohort of kindergarteners in our first year of TK, and that small cohort will move up through the grades each year.

Legal Implications

Transitional Kindergarten must be implemented beginning Fall 2012.

Recommendation

This information is provided for discussion.

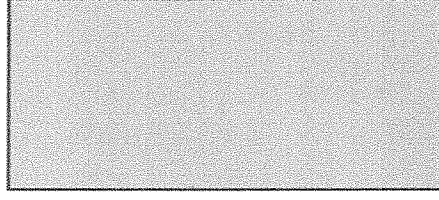
Associated File Attachments



tk power point (Files)

TRANSITIONAL KINDERGARTEN (TK)

SAUSALITO MARIN CITY SCHOOL DISTRICT
NOVEMBER 17, 2011



KINDERGARTEN IN CALIFORNIA

Current Law

To be eligible for kindergarten, a child must reach the age of five on or before December 2 of the current school year.

Each Person between the age of five and six and eighteen is subject to compulsory full-time education (EC Section 48200)

Parents and guardians are currently not required to enroll children in kindergarten (EC 48200)

KINDERGARTEN IN CALIFORNIA

Current Law Continued

Each elementary or unified school district must offer kindergarten classes for children eligible to attend.

Districts may admit to kindergarten those children whose birthdays occur after December 2 (depending on local board policy).

SB 1381

RATIONALE

California was one of only four states to have a cut-off date between December 1 and January 1.

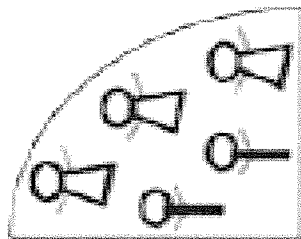
The bill ensures that kindergarteners will be aged 5 or older at or near the beginning of the school year.

California Children when compared to children from other states will be on a more equal basis, as most states have a September 1 cutoff.

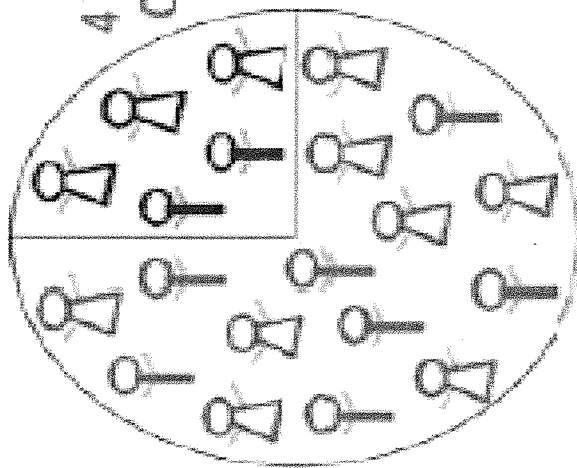
SB 1381 REQUIREMENTS

- Require a child, whose admission to a traditional kindergarten is delayed to now be admitted to a transitional kindergarten program.”
- School districts must offer TK, but students are not required to attend.
- TK students are eligible to attend a full year regular kindergarten after completing TK.

CHILDREN ENTERING K-12
SYSTEM IN FALL



4 YEAR
OLDS



5 YEAR OLDS

YEAR 1

TRANSITIONAL
KINDERGARTEN



YEAR 2

KINDERGARTEN



WHAT SB1381 DOES FOR KINDERGARTEN

The bill will change the required birthday for admission to kindergarten.

A child must be five by:

DECEMBER 2 for the 2011-12 school year.

NOVEMBER 1 for the 2012-13 school year.

OCTOBER 1 for the 2013-14 school year

SEPTEMBER 1 for the 2014-15 school year and each school year thereafter.

WHAT SB1381 DOES FOR FIRST GRADE

The bill will change the required birthday for admission to first grade.

A child must be six by:

DECEMBER 2 for the 2011-12 school year.

NOVEMBER 1 for the 2012-13 school year.

OCTOBER 1 for the 2013-14 school year

SEPTEMBER 1 for the 2014-15 school year and each school year thereafter.

WHAT IS TRANSITIONAL KINDERGARTEN?

First year of a two year kindergarten program

Uses a curriculum that is age and developmentally appropriate

TK can't offer a higher level of service than Kindergarten

GOAL OF TRANSITIONAL K

Provide the youngest kindergarteners with a readiness year that is developmentally appropriate and will better prepare them for success once they enter traditional kindergarten.

Rational for TK

- Bridges preschool and kindergarten, giving children more time for hands-on, interactive learning
- Provides children with the **gift of time** to learn skills that will help them build a **strong foundation for success** in elementary school
- Gives children the opportunity to learn important **social, emotional and academic skills**
- Provides young learners with high-quality kindergarten readiness **at no cost to parents**
- Provides young 5 year-olds with an opportunity to start their kindergarten experience with **children their own age**, and with teachers that can tailor lesson plans to their needs.

ZAP THE GAP

California Education Code 8970:

It is recommended that an appropriate, integrated experiential curriculum should be provided for children in preschool, kindergarten, and grades 1-3, inclusive.

Trans K is an important link in providing an appropriate enriched P-3 program (MCF Pre-K- 3 initiative).

CURRICULUM

A TK curriculum that is age and developmentally appropriate.

Currently there are no state standards for TK. The State Board of Education has asked the Early Learning Advisory Council to develop them.

Curriculum determined by the district based on the Common Core Standards, California Content Standards and the California Pre-School learning Foundations

English Learners will take the CA English Language Development Test (CELDT) and receive the same level of services as those in Kindergarten.

Transitional K
Language/Communication
and
Social/Emotional
Decoding

Recommended
Curriculum
Emphasis

Tradition K
Decoding
and
Language/Communication
Social /Emotional

ASSESSMENT

Under Consideration

DRDP-SR-

It assesses children's development in key domains of school readiness:

- English Language Development (ELD)
- Self & Social Development (SSD)
- Self-regulation (REG)
- Language and Literacy Development (LLD)
- Mathematical Development (MATH)

POSSIBLE EXCEPTIONS TO TK ENROLLMENT

- Students who turn 5 before September 1, and are developmentally young
- Students who turn 5 in the fall but are ready for K
- Students who turn 5 after Dec 2 and petition to enter kindergarten or TK

BOARD POLICY CONSIDERATIONS

- Acceleration
- Age-Requirement Exception
- Admitting children that turn five after Dec 1 to either TK or K

POSSIBLE CONFIGURATION

Separate Transitional K Class
Trans K/Traditional K Combo
Combine with another district/school
Combined class with preschool
Other

COMMUNICATION

Head Start

The Learning Center

Family Childcare Providers

Media

Private Pre-Schools

FUNDING

Can be counted as average daily attendance (ADA) for a full year of TK and for a full year of Kindergarten, but not more than two years total for TK and Kindergarten.

After 2014-15, students less than five may be enrolled in TK, but will not count as ADA until they turn five.

Pre-K 3 Grant

Eligible for Title I and Title III funding

NEXT STEPS/CONSIDERATIONS

Location (Bayside, Annex or other district)
Facilities (facility requirements will be the same as they presently are for kindergarten)
Schedule (meet minimum and maximum days as Kindergarten- minimum of 3 hours a day)
TK Teacher/Personnel (requires appropriate credentialed teacher, same as kindergarten)

Sausalito Marin City School District

Created : November 14, 2011 at 01:49 PM

Meeting: Regular Meeting : ATTRACT AND RETAIN
HIGHLY QUALIFIED STAFF

1. In the Matter of the Elimination/Reduction of Certain Positions in the Classified Service and Directing Notification of Classified Employee - Resolution No. 654 (V)

November 17, 2011

Status:

Background/Analysis/Financial Impact/Legal Implications

This resolution is a roll call vote.

Associated File Attachments



resolution_654-layoff-classified (Files)

**BEFORE THE BOARD OF TRUSTEES OF THE
SAUSALITO MARIN CITY SCHOOL DISTRICT
MARIN COUNTY, CALIFORNIA**

In the Matter of the Elimination/Reduction)
of Certain Positions in the Classified)
Service and Directing Notification of)
Classified Employee)

RESOLUTION NO. 654

WHEREAS, Sausalito Marin City School District ("District") maintains the following positions within the classified/management service:

1. Cafeteria Worker

WHEREAS, due to lack of work and/or lack of funds, the Board of Trustees of the District hereby finds that it will be necessary to reduce or eliminate certain services to the following extent:

1. Cafeteria Worker at Bayside Elementary - Three (3) hours/day.

NOW, THEREFORE, BE IT RESOLVED that, effective close of business January 2, 2012, the classified position of the District shall be reduced or discontinued to the extent hereinabove set forth; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, of this District is hereby authorized and directed to give notice of the reduction and/or elimination of the foregoing services to the appropriate classified employee of the District in accordance with applicable law; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, is hereby authorized and directed to inform each such employee of his displacement rights, if any, and his rehire rights.

The foregoing resolution was passed and adopted at a meeting of the Board of Trustees of the District on November 17, 2011, by the following vote to wit:

AYES: _____
NOES: _____
ABSENT: _____

I, _____, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on November 17, 2011.

Clerk/Secretary, Board of Trustees

Sausalito Marin City School District

Meeting: Regular Meeting : FINANCE

Created : November 14, 2011 at 01:49 PM

1. State Budget Update (D)

November 17, 2011

Status:

Discussion Item

Quick Summary / Abstract

A state budget was approved on time this year based on projected revenues. Governor Brown's approval included a stipulation that a 'Trigger Tracker' would be implemented if revenues fall short of projections. The Board will discuss implications to the district.

Background/Analysis/Financial Impact/Legal Implications

Background

Currently, the district begins the process of the first interim reporting ending on October 31, 2011. This reporting period, July 1 through October 31, includes budget revisions based on changes to the State Budget Act as well as updated projections in revenues and expenditures to date. The district is in the process of making revisions to the budget that reflect changes being recommended by state agencies (Schools Services of California, FCMAT) and the Marin County Office of Education (MCOE).

The Business Manager will provide a brief update during the board meeting on state budget issues. The First Interim Report is brought to the Board for approval in December.

Analysis

As previously reported to the Board, the state budget was adopted "on time" for the first time in many years. Most of the provisions that were included in the May Revise were eliminated and replaced by an assumption of higher General Fund revenues in the final State Budget Act. However, since enactment of the 2011-12 budget, unemployment rose and estimated revenues have fallen several million dollars short. As a result, the "Trigger" cuts timeline is becoming more and more a reality. School Services has created a "Trigger Tracker" (attached). The "Triggers", pulling of state revenues, are as follow:

- Trigger 1 - between \$1 and \$2 billion below forecast
- Trigger 2 - more than \$2 billion below forecast
- Schedule and Process
 - a. November (mid month): LAO analysis
 - b. December 15: DOF recommendation
 - c. January 10: Governor's 2012-2013 budget proposal
 - d. February 1: Actual trigger date for 2011-2012

Financial Impact

The impact to Sausalito Marin City School District (2011-2012) should the trigger language be enacted is calculated below:

Formula is equal to Rev Limit X 8.92% Reduction (Basic Aid Fair Share)

a. State Revenue Limit Subject to Deficit	=	\$ 1,149,511
b. 8.92 % Calculation	=	\$ 102,536

It is important to note these calculations reflect the adopted budget and the potential reduction of \$ 102,536 is currently earmarked in the general fund reserve.

Recommendation

These items are presented to the Board for information, discussion purposes only.

Associated File Attachments



fiscal report (Files)

The FISCAL REPORT an informational update

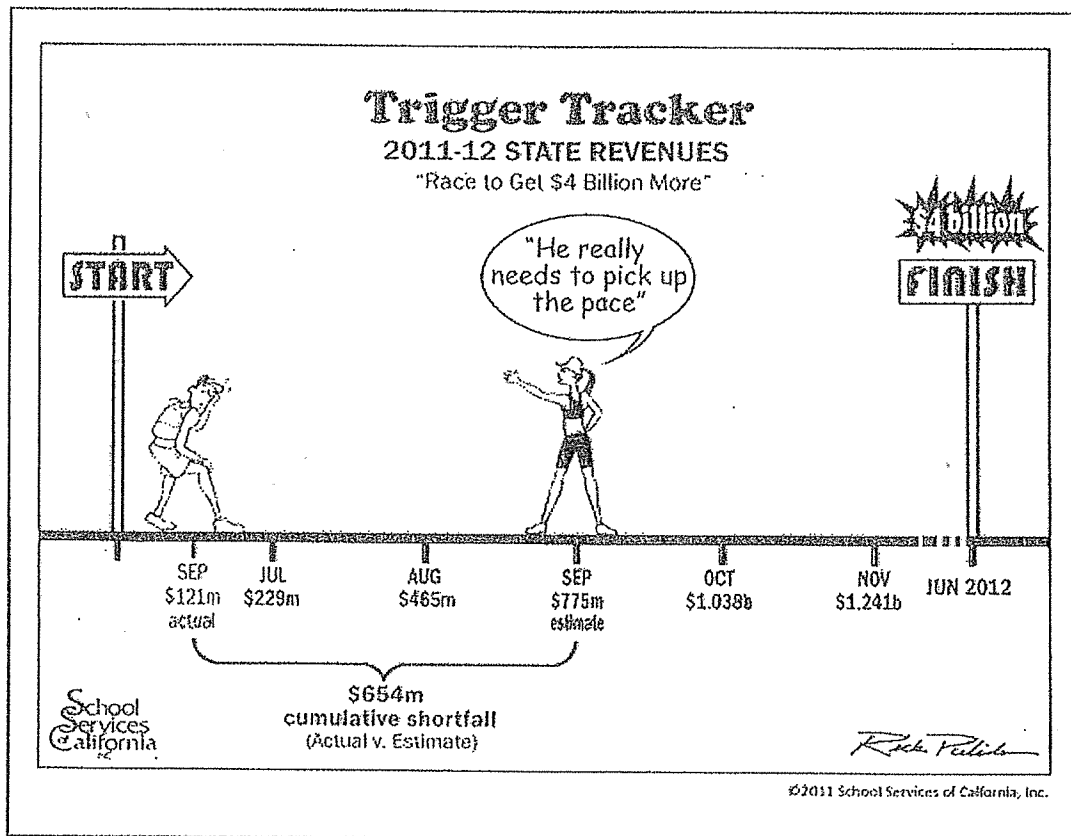
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Volume 31

For Publication Date: October 28, 2011

No. 22

Trigger Tracker—Going in the Right Direction, But a Lot of Ground Still to Cover



Last month, we published our first *Trigger Tracker* to provide an at-a-glance update of how actual state revenues were tracking against the month-by-month estimates. It showed that, by the end of August 2011, state revenues were coming in \$596 million below the estimate for the first two months of the 2011-12 fiscal year. As we reported in "State Revenues Slightly Below Forecast for September" in the October 28, 2011 *Fiscal Report*, we now have an additional month of state revenue data, and the revenue picture has improved slightly.

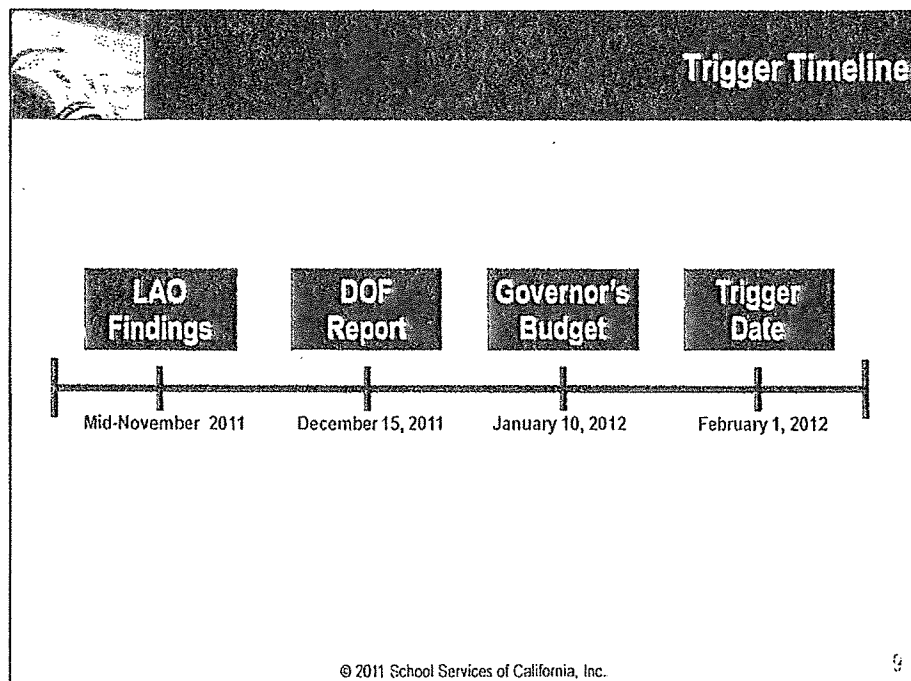
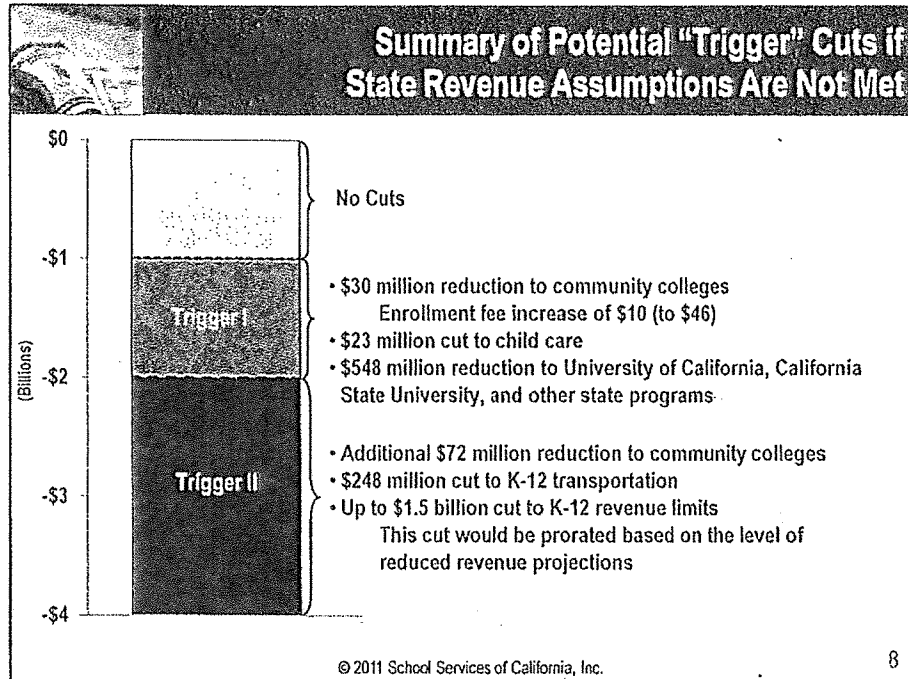
Actual September revenue reported by the Department of Finance (DOF) was still \$62 million short of the budgeted level, but it also was \$248 million above the May Revision estimate when you exclude the impact of the additional \$4 billion of state revenues added in the June adopted State Budget.

Factoring in the September changes, our runner for the *Trigger Tracker* is moving in the right direction, and actually made \$121 million progress toward the \$4 billion goal. But, overall, he has fallen a little further behind where it was hoped he would be by the end of September—now \$654 million short of the mark.

If revenues fall less than \$1 billion short of the State Budget forecast, midyear cuts are not triggered. However if state revenues are forecast to fall short \$1 billion to \$2 billion, then \$23 million in child care cuts are triggered, along with about \$580 million in cuts to other state programs. A short fall of \$2 billion to

\$4 billion below the forecast results in cuts to K-14 education programs of up to \$1.9 billion. We will post another update to the *Trigger Tracker* in November when the October revenue data published by the DOF becomes available.

Michael Dickotte



Sausalito Marin City School District

Meeting: Regular Meeting : FINANCE

Created : November 14, 2011 at 01:50 PM

2. Analysis of Professional Consultant Contracts (D)

November 17, 2011

Status:

Discussion Item

Quick Summary / Abstract

The Board will review a comparison between 2010/2011 actual and 2011/2012 projected expense.

Background/Analysis/Financial Impact/Legal Implications

Background

The Board requested a projection breakdown of professional consultants for the 2011-2012 school year.

Analysis

The District has contracted or allocated for the following outside services during the 2011-2012 school year as attached.

Financial Impact

The attachment will be used as a base for future years' comparisons.

Legal Consideration

None

Recommendation

This item is for information and discussion purposes.

Associated File Attachments

 professional consultants 2010-2011 (Files)

2010-2011

CONSULTING/OPERATION CONTRACTS:

TYPE OF SERVICE:

AMOUNT:

Stephen Roatch Accountancy	Auditors	\$	19,330.00
Liebert Cassidy Whitmore	Legal	\$	190,082.23
Silyco	Technology	\$	43,200.00
CSBA Board Policy	Board Policy	\$	6,585.23
BACR	Counselor	\$	21,398.80
MCOE	Nurse/Psychologist	\$	59,662.18
Educational & Psychological	Psychologist	\$	13,865.05
Maxim Healthcare Services	Nurse	\$	20,287.50
Pratic-Cal Inc./Quest Diagnostics	Lab	\$	32.00
Michael's Transportation Services	Transportation	\$	62,553.00
MSIA	Settlement	\$	39,352.84
School Wise Press	SARC consultant	\$	5,501.00
Maximus/School Grant Services/Stodghill Group	E-Rate/Mandated Costs	\$	17,076.23
Eagle Software/MCOE	AERIES Support	\$	9,181.31
MCOE	Data Director	\$	761.71
Lee Bohlmann	Disaster Preparedness	\$	11,598.01
Protection One	Alarms	\$	12,770.72
Schoolyard Comm./Joanne's Print Shop/Mill Valley Services	Outside Printing	\$	11,321.60
Nelson Staffing/Perfect Timing	Personnel Agencies	\$	25,894.69
Lee Bohlmann	Public Info. Consultant	\$	14,000.00
Ed Stop	Software	\$	1,688.65
MCOE	Internet/QSS	\$	7,093.11
Practi-Call/Medical Billing Systems	Medical invoicing	\$	2,273.47
Ideation Group/L Storek	Pre K Grant Consulting	\$	43,485.00
Educational & Psychological	Extended Day Program Development	\$	14,752.90
BACR	Counselor	\$	30,567.20
Various Vendors	Non-Public Services/NPA/ Special Education Costs	\$	383,734.59
Boy's and Girls Club	AfterSchool Program	\$	139,000.00
Various Vendors	Ongoing and Major Maintenance	\$	87,539.34
Various Vendors for Grant Programs	Milagro Grant/MCF Promoting Early School Success/Sausalito Arts Foundation Grant/Transforming Schools Grant	\$	448,173.30
FSG Strategic Planning	Sausalito Board Projects	\$	302,369.61
Clover-Stornetta Farms/Preferred Meals Systems	Food Services Program	\$	89,758.62
	TOTAL COST	\$	2,134,889.89

Sausalito Marin City School District Minutes

Created: November 07, 2011 at 10:47 AM

Regular Meeting

October 13, 2011

Thursday, 05:00 PM

District Office

630 Nevada Street

Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Valerie Pitts

Superintendent

non-voting

CALL TO ORDER 5:00 PM

Minutes

President Newmeyer called the meeting to order at 5:09 p.m.

1. Addressing the Board Prior to Closed Session (D)

Minutes

There was no public comment.

CLOSED SESSION 5:00 - 5:30 pm

1. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54956.8: Lease Agreements and Service Contracts (V)

2. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: Discipline/Dismissal/Release – Classified Employees (V)

OPEN SESSION

Minutes

Open session convened at 5:57 p.m.

1. Report Out from Closed Session (V)

Minutes

President Newmeyer reported that there was no action taken in closed session.

2. Governance Workshop 5:30 to 7:00 pm (D)

The Board will conduct a first review of:

- CSBA Professional Governance Standards for School Boards
- CSBA Superintendent Governance Standards

The Board will discuss school district organization.

Minutes

Superintendent Pitts and board members discussed components of a vision statement. Board members added that educating children is the top priority, the vision must generate excitement from students, parents and teachers and that diversity must be seen as an asset. Stephen Chang, National Equity Project, discussed cultural competency, the self awareness of how our own identity influences us and seeing something of value in learning, instead of something to overcome. Mr. Chang is involved with Tamalpais Union High School District in the work of cultural competency. Superintendent Pitts shared comments on a vision from the Parent Coalition. Core values will be discussed at the November 17 board meeting. Superintendent Pitts and board members also discussed pros and cons of school district organization options as defined in the FSG report of July 19, 2011.

3. Pledge of Allegiance (D)Minutes

Christopher Southall, Tashon Thompson and Wanya Williams, MLK 8th grade students, led the Pledge of Allegiance.

4. Approval of Agenda Order (V)Minutes

M/s/c Ziegler/Thornton/all to approve the agenda order.

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

5. Addressing the Board Prior to Open Session (D)

The Sausalito Marin City School Board of Trustees welcomes and values public input and participation. School board meetings are meetings of the Board of Trustees held in public and as such, public input is structured to ensure efficiency and respect for meeting protocols. Please review the rules below:

- Any person wishing to address the board on any item must complete an input card available at the table entering the board room.
- A person wishing to speak to any item on or off the agenda will be granted up to 3 minutes at the podium. The board will limit the public comment period on any single item to 20 minutes. Please assure comments are respectful and courteous.

- Input on topics not on the agenda will be taken at the beginning of each board meeting. Input for topics on the agenda will come at the beginning of that agenda item, after the board president introduces the item.

- The President will close public input on agenda items and trustees will continue to discuss the item on the agenda as needed. Trustees may ask staff clarifying questions. Trustees may request through the president to ask clarifying questions of audience members. The president will guide and facilitate the dialogue. One person speaks at a time. Please do not speak out of turn or comment from the audience during board discussion.

Thank you for your input! You may also submit your comments in writing to trustees or the superintendent via email or the board-recording secretary.

Minutes

There was no public comment.

REPORTS

1. Board Members' Reports (D)

Members of the School Board will report on activities and information they wish to share. The Board may request that items be agendaized and researched for presentation at future meetings.

Minutes

Trustee Thornton thanked Principal Jonnette Newton and teachers for their participation in the Ujima Youth Festival on October 8, 2011.

Dr. Thornton called on Mr. Don Jen of Marin Community Foundation, who explained the basis for a new MCF initiative on health and the impact on health of decisions we make.

Trustee Trotter requested that the MLK field be agendaized for discussion at the November 17, 2011 board meeting.

President Newmeyer acknowledged a group working toward a collective community model which includes Gary Syman, Brian Gadsden, Jeff Edmundson, Denni Brusseau, Laura Cox, Ann Mathieson Susan Keiter, Valerie Pitts and Thomas Newmeyer.

2. Superintendent's Report (D)

- MLK Student Poetry Presentation
- Principal's Report
- Head of School's Report
- CBEDS Enrollment

Minutes

Superintendent Pitts acknowledged the work of Ms. Newton and staff at the Ujima Youth Festival.

MLK Student Poetry Presentation

Principal Newton proudly introduced the following MLK 8th grade students to read the poems they authored:

- Christopher Southall: Gym Floor; Tick Tock
- Tashon Thompson: Perseverance
- Wanya Williams: Home; Empathy; Life.

Superintendent Pitts praised the students for their poems and poise and invited them to meet with her soon.

Principal's Report

Principal Jonnette Newton thanked:

- Board members for attending Back to School Nights
- Everyone who came out for the Ujima Youth Festival.

Head of School's Report

Head of School Carol Cooper shared a visit from a former WCA student, her satisfaction at seeing a boy maturing, and the knowledge that WCA had helped shape his future.

CBEDS Enrollment

Superintendent Pitts reported that CBEDS Enrollment on October 4, 2011 was Bayside 93, MLK 55 for a total enrollment of 148 students

STUDENT ACHIEVEMENT

1. Preschool Report (D)

Minutes

Pre K to 3 Design Team members present at the meeting included:

- Jonnette Newton, Principal, SMCS
- Tenisha Tate, Assistant Principal, SMCS
- Ellen Franz, Teacher, SMCS
- Jennifer Banks, Teacher, SMCS
- Kay Wernert, Executive Director, Marin Head Start
- Rebecca Courtney, Co-Lead Teacher, Marin Head Start
- Erica Edwards, Co-Lead Teacher, Marin Head Start and Teacher, Teach for America
- Lindsey Kessel, Program Manager, Reading Partners
- Nichole Gangitano, Program Manager, Reading Partners
- Rocio Novoa, Parent
- Alma Lucas, Parent
- Glenna Coleman, Facilitator
- Debra Bradley, Consultant

Ms. Wernert reported that the Pre K to 3 project is made possible by a Marin Community Foundation Closing the Achievement Gap grant. She highlighted Year 1 accomplishments.

Lindsey Kessel reviewed reading acceleration in Year 1 and reported that the teaching of vocabulary is linked between Head Start and Kindergarten. Trustee Thornton suggested sending vocabulary lists to the homes of students and others. If students hear others using these words in conversation, they are likely to retain and use them too. Ms. Wernert gave an opinion that reading proficiency is increasing through teaching strategies and time on task. Principal Newton added that weekly vocabulary lists are sent home to families; she thought that the engagement of others as suggested by Trustee Thornton was easily doable.

Kay Wernert noted a Kindergarten Observation Form for incoming kindergarten students.

Year 2 will include:

- Completion of goals
- Increased community outreach
- Inclusion of families of preschoolers in events
- Involvement with the National Equity Project
- Engagement of teachers of grades 1 and 2 and strengthening curriculum

Erica Edwards is serving as a bridge to align Pre K and Kindergarten.

Kay Wernert discussed how family engagement continues, Bingo Night for example. Participation increases the comfort level of parents, which leads to their participation in meaningful discussions. Assistant Principal Tenisha Tate has been instrumental in family engagement.

Jonnette Newton shared that:

- Connect Ed email communication with parents is coming.
- Kindergarten students work one additional hour on Mondays, Tuesdays, Thursdays and Fridays with the Boys & Girls Club in Kinder Literature, Kinder Gym or Kinder Math.
- First and third graders are receiving accelerated interventions.

Jan Derby, retired Marin County educator, was introduced and thanked for offering her expertise to the Pre K to 3 Design Team.

2. Student Field Trips (D)

Minutes

Superintendent Pitts reported on field trips that are planned.

FINANCE

1. Technology Service Contract (V)

Board consideration of a shared service contract with Marin County Office of Education for technology services.

Minutes

Due to the volume of work, Superintendent Pitts requested more technology services to supplement the excellent services being provided by Mark Tong.

M/s/c Trotter/Thornton/all to approve a technology services contract with MCOE.

Motion made by: Mark Trotter
Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

2. Student Technology Equipment Purchase (P)

Minutes

M/s/c Ziegler/Newmeyer/all to approve the purchase of laptop computers for students.

In response to a question from Trustee Trotter, Superintendent Pitts reported that new curriculum would be available for online reading by the 2014/2015 school year.

Trustee Benjamin requested that the topic of classroom time to teach students touch typing on computers be scheduled for the November 17 board meeting agenda.

Motion made by: William Ziegler
Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

CONSENT AGENDA

Minutes

M/s/c Roll Call Trotter/Newmeyer/ Ayes 5 Noes 0 to approve the entire Consent Agenda.

1. Approval of the minutes of the special meeting of September 8, 2011 (P) (C)

2. Approval of the minutes of the regular meeting of September 22, 2011 (P) (C)

3. New Professional Services Contracts (V) (C)

4. Quarterly Report: Williams Act (V) (C)

5. Payment of Warrants (V) (C)

6. Personnel Action Report - No change since prior month's report (V) (C)

SAVE THE DATES

1. Future District Board Meeting Dates (D)

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

November 17 - One November meeting - holidays

December 8*

December 15

2. Future Charter School Board Meeting Dates (D)

Meetings are open to the public and generally held on the School Campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 PM.

October 19

November 16

December 14 (2nd Wednesday due to holiday break)

January 18, 2012

February 15

March 21

April 18

May 16

June 20

3. Upcoming Dates and Important Events (D)

Please visit the District website www.sausalitomarincityschools.org

ADJOURNMENT

Minutes

M/s/c Thornton/Ziegler/all to adjourn at 8:02 p.m.

Signature/Date

Title

Sausalito Marin City School District

Meeting: Regular Meeting : CONSENT AGENDA

Created : November 14, 2011 at 01:50 PM

2. Payment of Warrants (V) (C)

November 17, 2011

Status:

Background/Analysis/Financial Impact/Legal Implications

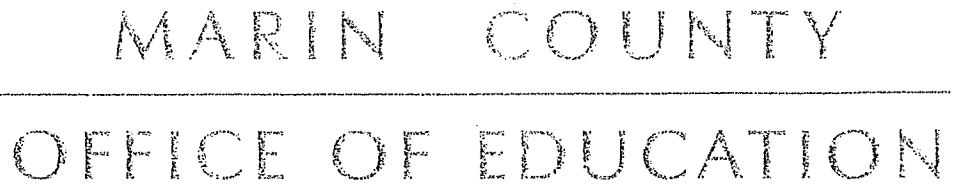
Payment of warrants under:

- Batch 17 Fund 01 in the amount of \$137,281.50
- Batch 17 Fund 13 in the amount of \$21,207.96
- Batch 17 Fund 40 in the amount of \$6,538.50
- Batch 18 Fund 01 in the amount of \$58,140.02
- Batch 19 Fund 01 in the amount of \$36,696.36
- Batch 19 Fund 40 in the amount of \$2,721.40
- Batch 20 Fund 01 in the amount of \$72,284.58
- Batch 20 Fund 40 in the amount of \$3,115.15
- Batch 21 Fund 01 in the amount of \$158,905.45
- Batch 21 Fund 40 in the amount of \$6,543.00

Associated File Attachments



[list of warrants 11-17-11 \(Files\)](#)



(415) 472-4110
FAX (415) 491-6625

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0017 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
02947658	002550/	ASSOCIATED VALUATION SERVICES												
		PO-120005	1.	01-0000-0-5849.00-0000-7200-700-000-000									3594	231.25
													WARRANT TOTAL	\$231.25
02947659	070358/	AT&T												
		PO-120003	1.	01-0000-0-5970.00-0000-7200-700-000-000									9/11	77.14
													WARRANT TOTAL	\$77.14
02947660	070329/	AT&T CALNET 2												
		PO-120001	1.	01-0000-0-5970.00-0000-2700-700-000-000									289 1304	14.36
													WARRANT TOTAL	\$14.36
02947661	000006/	BAY CITIES REFUSE INC												
		PO-120007	1.	01-0000-0-5550.00-0000-8200-000-000-000									10/11	2,298.35
													WARRANT TOTAL	\$2,298.35
02947662	070513/	BOYS AND GIRLS CLUB												
		PO-120081	1.	01-6010-0-5840.00-1110-1010-700-000-000									SMCD 10-2011	11,000.00
		PO-120173	1.	01-9479-0-5840.00-1110-1010-101-000-000									TRAN 8-2011	177.62
			1.	01-9479-0-5840.00-1110-1010-101-000-000									TRAN 9-2011	339.10
													WARRANT TOTAL	\$11,516.72
02947663	070308/	CDW-G												
		PO-120149	1.	01-0026-0-4300.00-1110-1010-700-000-000									ZTR2864	73.25
													WARRANT TOTAL	\$73.25
02947664	001807/	EMPLOYMENT DEVELOPMENT DEPT.												
		PV-120109		01-0000-0-3501.00-1110-1010-725-000-000									Q3, 2011 94241171	3,074.55
				01-0000-0-3501.00-1110-1010-725-000-000									Q3, 2011 94241171	3,074.54
													WARRANT TOTAL	\$6,149.09
02947665	070581/	FSG INC.												
		PV-120110		01-9479-0-5840.00-1110-1010-101-000-000									092011SAU02	643.87
													WARRANT TOTAL	\$643.87
02947666	000023/	GOODMAN BUILDING SUPPLY CO.												
		PO-120047	1.	01-8150-0-4300.00-0000-8100-735-000-000									9/11	65.25

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0017 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL						\$65.25
02947667	001611/	HEALTH NET				
		PV-120118	01-0000-0-9520.00-0000-0000-000-000-000	10/11		632.83
WARRANT TOTAL						\$632.83
02947668	070132/	HSBC BUSINESS SOLUTIONS				
		PV-120115	01-0000-0-4300.00-0000-7200-725-000-000		Supplies-DO	39.73
WARRANT TOTAL						\$39.73
02947669	000039/	KAISER FOUNDATION				
		CM-120002	01-0000-0-9521.00-0000-0000-000-000-000		16734-7000	1,476.60
		PV-120119	01-0000-0-3402.00-0000-7100-725-000-000		16734-0001	1,086.86
			01-0000-0-9520.00-0000-0000-000-000-000		16734-0001	11,460.62
			01-0000-0-9520.00-0000-0000-000-000-000		578-0002	5,834.46
			01-0000-0-9521.00-0000-0000-000-000-000		578-7000	535.42
WARRANT TOTAL						\$17,440.76
02947670	070651/	MARIN COUNTY TAX COLLECTOR				
		PO-120157	1. 01-8150-0-5600.00-0000-8110-735-000-000		133598 Relocate Radio	1,970.74
WARRANT TOTAL						\$1,970.74
02947671	070107/	VIDA MOATTAR				
		PV-120111	01-0000-0-5230.00-0000-7300-725-000-000		9/11 Mileage	31.90
WARRANT TOTAL						\$31.90
02947672	000548/	MOLLIE STONE'S				
		PV-120112	01-0000-0-4300.00-0000-7150-725-000-000		88580	15.12
WARRANT TOTAL						\$15.12
02947673	001248/	NELSON STAFFING SOLUTIONS				
		PV-120108	01-0000-0-5845.00-0000-2700-700-000-000		5273259	105.00
WARRANT TOTAL						\$105.00
02947674	002763/	ANDREA NORWOOD				
		PV-120116	01-9479-0-5849.00-0000-2700-101-000-000		201	450.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0017 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$450.00
02947675	000058/	P G & E CO												
		PO-120000	1.	01-0000-0-5510.00-0000-8200-000-000-000		Due 10/10/11								6,642.43
WARRANT TOTAL														\$6,642.43
02947676	070406/	SILYCO												
		PO-120024	1.	01-0000-0-5849.00-0000-2420-700-000-000		SEP2011								3,600.00
WARRANT TOTAL														\$3,600.00
02947677	070200/	STANDARD INSURANCE COMPANY CB												
		PV-120117		01-0000-0-9520.00-0000-0000-000-000-000		10/11								298.24
WARRANT TOTAL														\$298.24
02947678	070525/	US BANCORP EQUIP. FINANCE INC												
		PO-120088	1.	01-0000-0-5605.00-0000-7200-725-000-000		187429618								744.47
WARRANT TOTAL														\$744.47
02947679	002172/	WILLOW CREEK ACADEMY												
		PV-120114		01-0000-0-8096.00-0000-9200-103-000-000		October 2011 in lieu payment								84,241.00
WARRANT TOTAL														\$84,241.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 22										TOTAL AMOUNT OF WARRANTS:	\$137,281.50*	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0017 GENERAL FUND
FUND : 13 CAFETERIA FUND

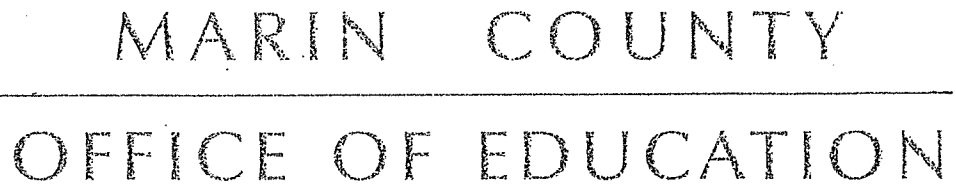
WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02947680	070288/	COUNTY OF MARIN				
	PV-120113	13-5310-0-5849.00-0000-3700-700-000-000		16027610		807.00
		WARRANT TOTAL				\$807.00
02947681	070649/	REVOLUTION FOODS				
	PO-120172	2. 13-5310-0-5840.00-0000-3700-100-000-000		17863		4,607.20
		2. 13-5310-0-5840.00-0000-3700-100-000-000		20420		8,039.29
		3. 13-5310-0-5840.00-0000-3700-101-000-000		17863		2,655.60
		3. 13-5310-0-5840.00-0000-3700-101-000-000		20420		4,351.07
		1. 13-5310-0-5849.00-0000-3700-700-000-000		17863		286.00
		1. 13-5310-0-5849.00-0000-3700-700-000-000		20420		461.80
		WARRANT TOTAL				\$20,400.96
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS:	2	TOTAL AMOUNT OF WARRANTS:		\$21,207.96*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0017 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

RANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02947682	070434/	JVL DESIGNS												
		PO-120141	1.	40-0000-0-6170.00-0000-8500-103-000-103									516	6,538.50
													WARRANT TOTAL	\$6,538.50
*** FUND	TOTALS ***												TOTAL NUMBER OF WARRANTS:	1
													TOTAL AMOUNT OF WARRANTS:	\$6,538.50*
*** BATCH	TOTALS ***												TOTAL NUMBER OF WARRANTS:	25
													TOTAL AMOUNT OF WARRANTS:	\$165,027.96*
*** DISTRICT	TOTALS ***												TOTAL NUMBER OF WARRANTS:	25
													TOTAL AMOUNT OF WARRANTS:	\$165,027.96*



(415) 472-4110
FAX (415) 491-6625

Date 10/12/11

District No. 47

[illegible]

Paula Rigney
10-12-11

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0018 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
02948447	002765/	ALADDINS AUTOMOTIVE												
		PO-120178	1.	01-0000-0-5600.00-0000-3600-700-000-000									45 Day Safety Inspection	174.97
													WARRANT TOTAL	\$174.97
02948448	000609/	AMERICAN EXPRESS												
		PV-120134		01-0000-0-4300.00-0000-7200-725-000-000									Plastic trays	145.22
													WARRANT TOTAL	\$145.22
02948449	070358/	AT&T												
		PO-120003	1.	01-0000-0-5970.00-0000-7200-700-000-000									9/11	31.81
			1.	01-0000-0-5970.00-0000-7200-700-000-000									9/11	56.14
			1.	01-0000-0-5970.00-0000-7200-700-000-000									9/11	31.81
													WARRANT TOTAL	\$119.76
02948450	070329/	AT&T CALNET 2												
		PO-120001	1.	01-0000-0-5970.00-0000-2700-700-000-000									332 3190	67.18
			1.	01-0000-0-5970.00-0000-2700-700-000-000									331 1622	175.87
			1.	01-0000-0-5970.00-0000-2700-700-000-000									331 5765	13.12
			1.	01-0000-0-5970.00-0000-2700-700-000-000									331 3073	14.05
			1.	01-0000-0-5970.00-0000-2700-700-000-000									331 5828	13.12
			1.	01-0000-0-5970.00-0000-2700-700-000-000									331 6941	13.12
			1.	01-0000-0-5970.00-0000-2700-700-000-000									332 6745	28.75
													WARRANT TOTAL	\$325.21
02948451	002339/	SHAMILA AUSTIN												
		PV-120123		01-0000-0-2920.00-1110-1010-700-000-000									Sept. 11 Mid Month Pay	207.70
													WARRANT TOTAL	\$207.70
02948452	070652/	CAMERON COMMUNICATIONS												
		PO-120171	1.	01-8150-0-5600.00-0000-8110-735-000-000									3482	487.60
													WARRANT TOTAL	\$487.60
02948453	070569/	FORREST CORSON												
		PV-120127		01-8150-0-4300.00-0000-8100-735-000-000									Reimb.	5.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0018 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$5.00
02948454	070218/	COUNTY OF MARIN				
		PV-120124	01-0000-0-5300.00-0000-7110-725-000-000	16027659		807.00
WARRANT TOTAL						\$807.00
02948455	000557/	CURRICULUM ASSOCIATES INC.				
		CM-120003	01-6300-0-4300.00-1110-1010-101-000-000	70002282		99.04-
		PO-120160	1. 01-0026-0-4300.00-1110-1010-700-000-000	90122949		124.95
WARRANT TOTAL						\$25.91
02948456	002547/	DISCOVERY OFFICE SYSTEMS				
		PO-120089	2. 01-0000-0-5605.00-1110-1010-100-000-000	9/11		92.33
			3. 01-0000-0-5605.00-1110-1010-101-000-000	9/11		59.93
		PV-120129	01-0000-0-4300.00-0000-2700-101-000-000	55E1078985		58.23
WARRANT TOTAL						\$210.49
02948457	070634/	DRAKE & DRAKES PIPELINE				
		PO-120177	1. 01-8150-0-5600.00-0000-8110-735-000-000	104		1,500.00
WARRANT TOTAL						\$1,500.00
3458	070602/	EBS HEALTHCARE				
		PO-120120	1. 01-6500-0-5800.00-5770-1190-700-000-000	211053		3,108.00
WARRANT TOTAL						\$3,108.00
02948459	002890/	LOUIS EDNEY				
		PV-120133	01-0000-0-4300.00-1110-1010-101-000-000	Reimb.		19.58
WARRANT TOTAL						\$19.58
02948460	070538/	EDUCATIONAL DATA SYSTEMS				
		PO-120110	1. 01-0000-0-5840.00-0000-7180-725-000-000	10119995		234.16
WARRANT TOTAL						\$234.16
02948461	002345/	EMPIRE ELEVATOR CO INC				
		PO-120013	1. 01-8150-0-5600.00-0000-8110-735-000-000	65640		110.00
WARRANT TOTAL						\$110.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

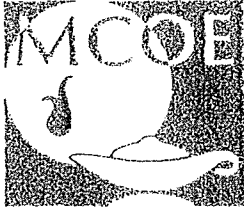
BATCH: 0018 GENERAL FUND

FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02948462	002757/	EPS				
		PO-120162	1. 01-0026-0-4300.00-1110-1010-700-000-000	10617309		96.22
			WARRANT TOTAL			\$96.22
02948463	070653/	KENTFIELD OCCUPATIONAL				
		PV-120120	01-0000-0-5845.00-0000-7200-725-000-000	500542		84.00
			WARRANT TOTAL			\$84.00
02948464	070454/	LIEBERT CASSIDY WHITMORE				
		PO-120102	1. 01-0000-0-5829.00-0000-7100-000-000-000	138376-8, 139756		12,175.65
			WARRANT TOTAL			\$12,175.65
02948465	000045/	MARIN COUNTY OFFICE OF EDUC				
		PO-120144	1. 01-0000-0-5940.00-0000-7180-700-000-000	120254		1,514.75
		PV-120128	01-0000-0-5840.00-0000-7205-000-000-000	120264		4,890.00
		PV-120130	01-6500-0-5849.00-5001-2110-700-000-000	120205		4,000.33
		PV-120131	01-0000-0-5849.00-0000-7300-725-000-000	120204		5,063.70
		PV-120132	01-0000-0-5849.00-0000-7300-725-000-000	120203		8,211.62
			WARRANT TOTAL			\$23,680.40
8466	000580/	MARIN COUNTY SHERIFF DEPART.				
		PV-120126	01-0000-0-5821.00-0000-7200-725-000-000	12040		60.00
			WARRANT TOTAL			\$60.00
02948467	070447/	MAXIM HEALTHCARE SERVICES				
		PO-120121	1. 01-6500-0-5835.00-5770-1182-700-000-000	9079347-A84		1,881.50
			1. 01-6500-0-5835.00-5770-1182-700-000-000	9102905-A84		848.00
			WARRANT TOTAL			\$2,729.50
02948468	001927/	MILL VALLEY SERVICES				
		PO-120170	1. 01-0000-0-4300.00-0000-7200-725-000-000	74523		90.28
		PO-120175	1. 01-0000-0-4300.00-0000-2700-101-000-000	74525		24.04
			WARRANT TOTAL			\$114.32

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0018 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM.	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02948469	001248/	NELSON STAFFING SOLUTIONS				
		PV-120125	01-0000-0-5845.00-0000-2700-700-000-000	5273664		210.00
			WARRANT TOTAL			\$210.00
02948470	070222/	PROTECTION ONE				
		PO-120004	1. 01-0000-0-5840.00-0000-8300-100-000-000	10-12/11		149.99
			WARRANT TOTAL			\$149.99
02948471	070575/	SOUNDPROOFING REMODELERS				
		PO-120164	1. 01-0000-0-6200.00-0000-8500-101-000-000	Final payment		9,324.00
			WARRANT TOTAL			\$9,324.00
02948472	002105/	STODGHILL GROUP				
		PV-120121	01-0000-0-5840.00-0000-7200-725-000-000	JASOND 2011V		1,750.00
			WARRANT TOTAL			\$1,750.00
02948473	070367/	TIME CLOCK INC.				
		PO-120032	1. 01-0000-0-5849.00-0000-7200-700-000-000	9/11		149.04
			WARRANT TOTAL			\$149.04
02948474	002062/	TRIUMPH LEARNING LLC				
		PO-120161	1. 01-0026-0-4300.00-1110-1010-700-000-000	842122		64.45
			WARRANT TOTAL			\$64.45
02948475	002619/	UPS				
		PV-120122	01-0000-0-5960.00-0000-2700-700-000-000	YR7384411		35.69
			WARRANT TOTAL			\$35.69
02948476	000078/	WATERSTREET CO				
		PV-120135	01-8150-0-4300.00-0000-8100-735-000-000	Due 10/31/11		36.16
			WARRANT TOTAL			\$36.16
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 30	TOTAL AMOUNT OF WARRANTS:		\$58,140.02*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 30	TOTAL AMOUNT OF WARRANTS:		\$58,140.02*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 30	TOTAL AMOUNT OF WARRANTS:		\$58,140.02*



MARIN COUNTY

OFFICE OF EDUCATION

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MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 10/19/11

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 39,417.76.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>19</u>	<u>36,696.36</u>
<u>40</u>	<u>19</u>	<u>2721.40</u>
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Authorized Signature Paula Rigney

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0019 GENERAL FUND
FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02949334	070374/	ANOVA CENTER FOR EDUCATION													
		PV-120147		01		6500-0-5833	00	5750	1185	700	000	000	36016		2,985.00
		WARRANT TOTAL													\$2,985.00
02949335	070198/	ARROWHEAD													
		PO-120079	2.	01		0000-0-4300	00	0000	2700	100	000	000	10/11		38.77
			3.	01		0000-0-4300	00	0000	2700	101	000	000	10/11		33.00
			1.	01		0000-0-4300	00	0000	7200	725	000	000	9/11		33.97
		WARRANT TOTAL													\$105.74
02949336	000398/	MARGARET BONARDI													
		PO-120186	1.	01		0000-0-5849	00	0000	7300	725	000	000	Sept. 2011		1,917.50
		WARRANT TOTAL													\$1,917.50
02949337	070308/	CDW-G													
		PO-120182	1.	01		0000-0-4300	00	0000	2700	100	000	000	ZZS6629		222.05
			2.	01		0000-0-4300	00	0000	2700	101	000	000	ZZS6629		222.05
			4.	01		0000-0-4300	00	1110	1010	100	000	000	ZZS6629		222.05
			3.	01		0000-0-4300	00	1110	1010	101	000	000	ZZS6629		222.04
		WARRANT TOTAL													\$888.19
02949338	001188/	EBSCO													
		PO-120090	1.	01		6300-0-4300	00	1110	1010	101	000	000	451359		147.72
		WARRANT TOTAL													\$147.72
02949339	002270/	FISHMAN SUPPLY CO.													
		PO-120094	1.	01		8150-0-4300	00	0000	8100	735	000	000	853498		943.40
		WARRANT TOTAL													\$943.40
02949340	002534/	HIRERIGHT SOLUTIONS INC.													
		PV-120139		01		0000-0-5600	00	0000	3600	700	000	000	69178-093011		129.00
		WARRANT TOTAL													\$129.00
02949341	070640/	PATRICK JEFFERY													
		PV-120145		01		8150-0-4300	00	0000	8100	735	000	000	9/11 Mileage		22.55

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0019 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$22.55
02949342	000506/	LOZANO SMITH				
		PO-120126	1. 01-0000-0-5829.00-0000-7100-000-000-000	28294		504.00
			WARRANT TOTAL			\$504.00
02949343	000045/	MARIN COUNTY OFFICE OF EDUC				
		PV-120146	01-6500-0-5849.00-5001-2110-700-000-000	120271		4,000.33
			WARRANT TOTAL			\$4,000.33
02949344	000047/	MARIN MUNICIPAL WATER DIST				
		PO-120010	1. 01-0000-0-5535.00-0000-8200-000-000-000	9/11		2,433.55
			1. 01-0000-0-5535.00-0000-8200-000-000-000	9/11		572.36
			WARRANT TOTAL			\$3,005.91
02949345	070470/	MARIN RESOURCE RECOVERY CENTER				
		PV-120142	01-0000-0-5550.00-0000-8200-000-000-000	Yard Waste Removal		90.00
			WARRANT TOTAL			\$90.00
02949346	070447/	MAXIM HEALTHCARE SERVICES				
		PO-120121	1. 01-6500-0-5835.00-5770-1182-700-000-000	9125574-A84		2,093.50
			WARRANT TOTAL			\$2,093.50
02949347	002358/	MAXIMUS				
		PO-120035	1. 01-0000-0-5840.00-0000-7200-725-000-000	101965.01.03		4,272.00
			WARRANT TOTAL			\$4,272.00
02949348	000548/	MOLLIE STONE'S				
		PV-120148	01-0000-0-4300.00-0000-7110-725-000-000	88540		66.47
			01-0000-0-4300.00-0000-7150-725-000-000	88542		46.29
			WARRANT TOTAL			\$112.76
02949349	070601/	ORBACH HUFF SUAREZ LLP				
		PV-120144	01-0000-0-5829.00-0000-7100-000-000-000	62229		100.00
			WARRANT TOTAL			\$100.00
02949350	000058/	P G & E CO				
		PV-120136	01-0000-0-4301.00-0000-8110-735-000-000	3085089005		450.59

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 10/21/2011

BATCH: 0019 GENERAL FUND

FUND : 01 GENERAL FUND

RANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$450.59
02949351	000056/	PBI												
		PV-120140		01-0000-0-5960.00-0000-7200-725-000-000									Postage Machine Ink	283.63
WARRANT TOTAL														\$283.63
02949352	070222/	PROTECTION ONE												
		PO-120004	3.	01-0000-0-5840.00-0000-8300-725-000-000									10/11	575.19
WARRANT TOTAL														\$575.19
02949353	070647/	READING NATURALLY												
		PO-120166	1.	01-0000-0-4300.00-1110-1010-101-000-000									165950	64.90
WARRANT TOTAL														\$64.90
02949354	001953/	SPECTRUM CENTER												
		PO-120123	1.	01-6500-0-5833.00-5750-1185-700-000-000									87455	5,392.53
		PO-120125	1.	01-6500-0-5833.00-5750-1185-700-000-000									87456	8,158.09
WARRANT TOTAL														\$13,550.62
02949355	070522/	TENISHA TATE												
		PV-120138		01-9472-0-4300.00-0000-2495-100-000-000									Reimb. Family Dance Class	39.71
WARRANT TOTAL														\$39.71
02949356	002062/	TRIUMPH LEARNING LLC												
		PO-120158	1.	01-0026-0-4300.00-1110-1010-700-000-000									841668	238.47
		PO-120159	1.	01-0026-0-4300.00-1110-1010-700-000-000									841669	175.65
WARRANT TOTAL														\$414.12
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 23										TOTAL AMOUNT OF WARRANTS:	\$36,696.36*	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

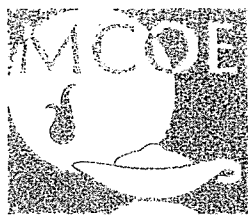
COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 10/21/2011

BATCH: 0019 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

RANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02949357	070519/	C+A ARCHITECTS				
		PV-120143	40-0000-0-6210.00-0000-8500-103-000-103	201104-12		1,385.00
			WARRANT TOTAL			\$1,385.00
02949358	002836/	VCN ARCHITECTS				
		PV-120141	40-0000-0-6210.00-0000-8500-103-000-103	7063		1,336.40
			WARRANT TOTAL			\$1,336.40
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 2	TOTAL AMOUNT OF WARRANTS:		\$2,721.40*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 25	TOTAL AMOUNT OF WARRANTS:		\$39,417.76*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 25	TOTAL AMOUNT OF WARRANTS:		\$39,417.76*



MARIN COUNTY
OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
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MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 10/26/11

District Name SAUSALITO MARIN CITY

District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 75,399.73.

FUND NUMBER	BATCH NUMBER	AMOUNT
<u>01</u>	<u>20</u>	<u>72,284.58</u>
<u>40</u>	<u>20</u>	<u>3,115.15</u>

Authorized Signature Paula Fignay
10-26-11

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0020 GENERAL FUND

FUND : 01 GENERAL FUND

NT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02950195	002765/	ALADDINS AUTOMOTIVE														
		PO-120178	1.	01	0000	0	5600	00	0000	3600	700	000	000		Bus Repair	966.36
															WARRANT TOTAL	\$966.36
02950196	000192/	AT&T														
		PO-120002	1.	01	0000	0	5970	00	0000	2700	000	000	000		234 343-6954 760 3	1,472.84
															WARRANT TOTAL	\$1,472.84
02950197	070420/	MARIKA BERGSUND														
		PO-120167	1.	01	9471	0	5800	00	1110	1010	700	000	000		111020 8-12/2011	17,500.00
		PV-120149		01	9471	0	4300	00	1110	1010	700	000	000		Reimb. Garden Project	456.33
															WARRANT TOTAL	\$17,956.33
02950198	070308/	CDW-G														
		PO-120112	1.	01	0000	0	4400	00	0000	7200	725	000	000		ZZG4843	807.77
															WARRANT TOTAL	\$807.77
02950199	000029/	HM RECEIVABLES														
		PO-120176	1.	01	0000	0	4100	00	1110	1010	101	000	000		947780609	172.49
		PO-120179	1.	01	0000	0	4100	00	1110	1010	101	000	000		947775665	885.50
			1.	01	0000	0	4100	00	1110	1010	101	000	000		947785972	150.04
															WARRANT TOTAL	\$1,208.03
02950200	001172/	MARY PAT HORN														
		PV-120155		01	0000	0	8699	00	0000	0000	000	000	000		Reissue stale dated check	21.23
															WARRANT TOTAL	\$21.23
02950201	000701/	HYDREX PEST CONTROL														
		PO-120133	1.	01	0000	0	5525	00	0000	8200	000	000	000		10/11	340.00
															WARRANT TOTAL	\$340.00
02950202	070164/	MARIN CITY COMMUNITY SERVICES														
		PO-120189	1.	01	0000	0	5840	00	0000	3600	101	000	000		10/17,19,25&26, 2011	239.55
															WARRANT TOTAL	\$239.55
02950203	000045/	MARIN COUNTY OFFICE OF EDUC														
		PV-120152		01	0000	0	5849	00	0000	7300	725	000	000		120298	4,317.75

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0020 GENERAL FUND

FUND : 01 GENERAL FUND

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT									
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT	
WARRANT TOTAL														\$4,317.75	
02950204	070447/	MAXIM HEALTHCARE SERVICES													
		PO-120121	1.	01	-6500	-0	5835	00	-5770	-1182	-700	-000	-000	9139261-A84	2,067.00
WARRANT TOTAL														\$2,067.00	
02950205	070655/	JAN MCDUGAL													
		PV-120151		01	-0000	-0	4300	00	-1110	-1010	-101	-000	-000	Reimb. Classroom Supplies	299.22
WARRANT TOTAL														\$299.22	
02950206	001927/	MILL VALLEY SERVICES													
		PO-120187	1.	01	-0000	-0	4300	00	-0000	-7150	-725	-000	-000	74672	187.61
WARRANT TOTAL														\$187.61	
02950207	000058/	P G & E CO													
		PO-120000	1.	01	-0000	-0	5510	00	-0000	-8200	-000	-000	-000	Due 11/7/11	509.48
WARRANT TOTAL														\$509.48	
02950208	070656/	PAULA RIGNEY													
		PV-120157		01	-9472	-0	4300	00	-0000	-2495	-100	-000	-000	Reimb. pizza purchases	290.00
				01	-9479	-0	4300	00	-1110	-1010	-101	-000	-000	Reimb. pizza purchases	109.00
WARRANT TOTAL														\$399.00	
02950209	002782/	SCHOOL SPECIALTY EDUCATION													
		PO-120143	1.	01	-0000	-0	4300	00	-1110	-1010	-100	-000	-000	208107264160	397.13
WARRANT TOTAL														\$397.13	
02950210	002475/	SCHOOL WISE PRESS													
		PO-120018	1.	01	-0000	-0	5840	00	-0000	-7180	-725	-000	-000	54995	1,375.25
WARRANT TOTAL														\$1,375.25	
02950211	001206/	SHELL OIL CO.													
		PV-120153		01	-0000	-0	4301	00	-0000	-8110	-735	-000	-000	Due 11/14/11	242.03
WARRANT TOTAL														\$242.03	
02950212	070522/	TENISHA TATE													
		PV-120156		01	-0243	-0	5840	00	-0000	-2700	-700	-000	-000	Reimb. festival expenses	330.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0020 GENERAL FUND

FUND : 01 GENERAL FUND

NT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
WARRANT TOTAL														\$330.00
02950213	002834/	TIMELY TRANSPORTATION												
		PO-120073	1.	01-7230-0-5840.00-1110-3600-700-000-000		11/11								3,898.00
WARRANT TOTAL														\$3,898.00
02950214	070654/	JIMMY WADE												
		PV-120158		01-9474-0-5819.00-0000-3600-100-000-000		DJ Services-School festival								250.00
WARRANT TOTAL														\$250.00
02950215	002172/	WILLOW CREEK ACADEMY												
		PV-120154		01-9476-0-5840.00-1451-1010-700-000-000		11/12-102								35,000.00
WARRANT TOTAL														\$35,000.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 21												TOTAL AMOUNT OF WARRANTS: \$72,284.58*

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

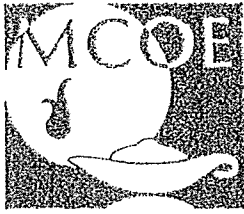
COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 10/28/2011

BATCH: 0020 GENERAL FUND

FUND : 40 SPECIAL RESERVE-CAP OUTLAY #1

INT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
02950216	070519/	C+A ARCHITECTS				
		PV-120150	40-0000-0-6210.00-0000-8500-103-000-103	201104.11		3,115.15
			WARRANT TOTAL			\$3,115.15
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS: 1	TOTAL AMOUNT OF WARRANTS:		\$3,115.15*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS: 22	TOTAL AMOUNT OF WARRANTS:		\$75,399.73*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS: 22	TOTAL AMOUNT OF WARRANTS:		\$75,399.73*



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625

VENDOR PAYMENT CERTIFICATION

Date 11/2/11

District Name SAUSALITO MARIN CITY District No. 47

The Governing Board of the District named hereon hereby authorizes and directs payment of vendor payments in the total of \$ 165,448.45.

<u>FUND NUMBER</u>	<u>BATCH NUMBER</u>	<u>AMOUNT</u>
<u>01</u>	<u>21</u>	<u>158,905.45</u>
<u>40</u>	<u>21</u>	<u>6,543.00</u>

Authorized Signature Paula Rigney 11-2-11

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0021 GENERAL FUND

FUND : 01 GENERAL FUND

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	
02950993	070638/	ARCHIPELAGO LEARNING INC.												
		PO-120139	1.	01	-1100-0-4300.00-1110-1010-100-000-000								41479	1,534.55
		PO-120140	1.	01	-1100-0-4300.00-1110-1010-101-000-000								41491	1,974.39
		WARRANT TOTAL												\$3,508.94
02950994	070358/	AT&T												
		PO-120003	1.	01	-0000-0-5970.00-0000-7200-700-000-000								10/11	28.93
		WARRANT TOTAL												\$28.93
02950995	070329/	AT&T CALNET 2												
		PO-120001	1.	01	-0000-0-5970.00-0000-2700-700-000-000								289 1304	14.43
		WARRANT TOTAL												\$14.43
02950996	001378/	BAY AREA COMMUNITY RESOURCES												
		PO-120194	1.	01	-0000-0-5840.00-0000-3110-103-000-000								First payment	34,635.50
		WARRANT TOTAL												\$34,635.50
02950997	000006/	BAY CITIES REFUSE INC												
		PO-120007	1.	01	-0000-0-5550.00-0000-8200-000-000-000								11/11	2,298.35
		WARRANT TOTAL												\$2,298.35
02950998	070420/	MARIKA BERGSUND												
		PV-120167		01	-9471-0-4300.00-1110-1010-700-000-000								Reimb. Garden expenses	153.10
		WARRANT TOTAL												\$153.10
02950999	070513/	BOYS AND GIRLS CLUB												
		PO-120081	1.	01	-6010-0-5840.00-1110-1010-700-000-000								SMCD 11-2011	11,000.00
		PO-120173	1.	01	-9479-0-5840.00-1110-1010-101-000-000								TRAN 10-2011	322.95
		WARRANT TOTAL												\$11,322.95
02951000	001557/	CASBO												
		PO-120180	1.	01	-0000-0-5210.00-0000-7300-725-000-000								3014698	475.00
		WARRANT TOTAL												\$475.00
02951001	002711/	CSBA C/O WESTAMERICA BANK												
		PO-120131	1.	01	-0000-0-5210.00-0000-7110-725-000-000								100601	117.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0021 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
WARRANT TOTAL						\$117.00
02951002	070602/	EBS HEALTHCARE				
		PO-120120	1. 01-6500-0-5800.00-5770-1190-700-000-000	211591		3,108.00
			1. 01-6500-0-5800.00-5770-1190-700-000-000	212247		3,108.00
		WARRANT TOTAL				\$6,216.00
02951003	000023/	GOODMAN BUILDING SUPPLY CO.				
		PO-120047	1. 01-8150-0-4300.00-0000-8100-735-000-000	10/11		17.25
		WARRANT TOTAL				\$17.25
02951004	070443/	GROWING GREAT				
		PO-120168	1. 01-9471-0-5840.00-1110-1010-700-000-000	111026-1		24,720.00
		WARRANT TOTAL				\$24,720.00
02951005	001611/	HEALTH NET				
		PV-120163	01-0000-0-9520.00-0000-0000-000-000-000	11/11		632.83
		WARRANT TOTAL				\$632.83
02951006	001704/	HOME DEPOT				
		PV-120160	01-8150-0-4300.00-0000-8100-735-000-000	Due 11/19/11		68.06
		WARRANT TOTAL				\$68.06
02951007	000039/	KAISER FOUNDATION				
		CM-120004	01-0000-0-9521.00-0000-0000-000-000-000	11/11		1,476.60
		PV-120164	01-0000-0-3402.00-0000-7100-725-000-000	16734-0001		1,086.86
			01-0000-0-9520.00-0000-0000-000-000-000	16734-0001		9,527.22
			01-0000-0-9520.00-0000-0000-000-000-000	578-0002		6,369.88
			01-0000-0-9521.00-0000-0000-000-000-000	578-7000		1,070.84
		WARRANT TOTAL				\$16,578.20
02951008	070454/	LIEBERT CASSIDY WHITMORE				
		PV-120168	01-0000-0-5829.00-0000-7100-000-000-000	140836		102.00
		WARRANT TOTAL				\$102.00

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

BATCH: 0021 GENERAL FUND

FUND : 01 GENERAL FUND

RANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	DEPOSIT TYPE FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	ABA NUM	ACCOUNT NUM DESCRIPTION	AMOUNT
02951009	000045/	MARIN COUNTY OFFICE OF EDUC				
		CL-110080	01-9001-0-7142.00-5001-9200-700-000-000	111572		19,539.78
			WARRANT TOTAL			\$19,539.78
02951010	000117/	MARIN SCHOOLS JPA/VISION				
		PV-120162	01-0000-0-9520.00-0000-0000-000-000-000	11/11		369.88
			WARRANT TOTAL			\$369.88
02951011	070447/	MAXIM HEALTHCARE SERVICES				
		PO-120121	1. 01-6500-0-5835.00-5770-1182-700-000-000	9160888-A84		2,093.50
			1. 01-6500-0-5835.00-5770-1182-700-000-000	9188161-A84		1,590.00
			WARRANT TOTAL			\$3,683.50
02951012	001927/	MILL VALLEY SERVICES				
		PO-120198	1. 01-0000-0-4300.00-1110-1010-100-000-000	74769-70		422.05
			WARRANT TOTAL			\$422.05
02951013	070107/	VIDA MOATTAR				
		PV-120166	01-0000-0-5230.00-0000-7300-725-000-000	Mileage 10/11		24.20
			WARRANT TOTAL			\$24.20
02951014	000015/	MSIA DENTAL				
		PV-120161	01-0000-0-9520.00-0000-0000-000-000-000	11/11		3,803.39
			WARRANT TOTAL			\$3,803.39
02951015	000058/	P G & E CO				
		PO-120000	1. 01-0000-0-5510.00-0000-8200-000-000-000	Due 11/10/11		4,568.77
			WARRANT TOTAL			\$4,568.77
02951016	070406/	SILYCO				
		PO-120024	1. 01-0000-0-5849.00-0000-2420-700-000-000	OCT2011		3,600.00
			WARRANT TOTAL			\$3,600.00
02951017	070200/	STANDARD INSURANCE COMPANY CB				
		PV-120165	01-0000-0-9520.00-0000-0000-000-000-000	11/11		411.29
			01-0000-0-9520.00-0000-0000-000-000-000	11/11		22.05

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT
BATCH: 0021 GENERAL FUND
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT

WARRANT TOTAL														\$433.34
02951018	000600/	TUHSD												
		PO-120185	1.	01-0000-0-4300	00-0000-7200-725-000-000								194	972.00
WARRANT TOTAL														\$972.00
02951019	002172/	WILLOW CREEK ACADEMY												
		PV-120159		01-0000-0-7299	00-0000-9200-103-000-103								11/12-103	14,000.00
WARRANT TOTAL														\$14,000.00
02951020	001244/	YOUTH IN ARTS												
		PO-120196	1.	01-9476-0-5840	00-1451-1010-700-000-000								Deposit	6,600.00
WARRANT TOTAL														\$6,600.00
*** FUND	TOTALS ***	TOTAL NUMBER OF WARRANTS: 28										TOTAL AMOUNT OF WARRANTS:	\$158,905.45*	

DISTRICT: 47 SAUSALITO SCHOOL DISTRICT

COMMERCIAL WARRANT REGISTER

FOR WARRANTS DATED 11/04/2011

BATCH: 0021 GENERAL FUND

FUND : 40 SPECIAL RESERVE~CAP OUTLAY #1

ANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT								
REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	DESCRIPTION	AMOUNT
02951021	070434/	JVL DESIGNS												
		PO-120141	1.	40-0000-0-6170.00-0000-8500-103-000-103									512 Final payment	6,543.00
													WARRANT TOTAL	\$6,543.00
*** FUND	TOTALS ***					TOTAL NUMBER OF WARRANTS:	1						TOTAL AMOUNT OF WARRANTS:	\$6,543.00*
*** BATCH	TOTALS ***					TOTAL NUMBER OF WARRANTS:	29						TOTAL AMOUNT OF WARRANTS:	\$165,448.45*
*** DISTRICT	TOTALS ***					TOTAL NUMBER OF WARRANTS:	29						TOTAL AMOUNT OF WARRANTS:	\$165,448.45*

MEETING DATE November 17, 2011 MEETING TYPE Regular

SIGNED DOCUMENTS
AND
DOCUMENTS DISTRIBUTED
AT THE MEETING

**BEFORE THE BOARD OF TRUSTEES OF THE
SAUSALITO MARIN CITY SCHOOL DISTRICT
MARIN COUNTY, CALIFORNIA**

In the Matter of the Elimination/Reduction)
of Certain Positions in the Classified)
Service and Directing Notification of)
Classified Employee)

RESOLUTION NO. 654

WHEREAS, Sausalito Marin City School District ("District") maintains the following positions within the classified/management service:

1. Cafeteria Worker

WHEREAS, due to lack of work and/or lack of funds, the Board of Trustees of the District hereby finds that it will be necessary to reduce or eliminate certain services to the following extent:

1. Cafeteria Worker at Bayside Elementary - Three (3) hours/day.

NOW, THEREFORE, BE IT RESOLVED that, effective close of business January 2, 2012, the classified position of the District shall be reduced or discontinued to the extent hereinabove set forth; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, of this District is hereby authorized and directed to give notice of the reduction and/or elimination of the foregoing services to the appropriate classified employee of the District in accordance with applicable law; and

BE IT FURTHER RESOLVED that the Superintendent, or designee, is hereby authorized and directed to inform each such employee of his displacement rights, if any, and his rehire rights.

The foregoing resolution was passed and adopted at a meeting of the Board of Trustees of the District on November 17, 2011, by the following vote to wit:

AYES:	<u>4</u>
NOES:	<u>0</u>
ABSENT:	<u>1</u>

I, Karen Benjamin, Secretary/Clerk of the Board of Trustees, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees of the District at its meeting on November 17, 2011.

Karen Benjamin
Clerk/Secretary, Board of Trustees

Sausalito Marin City School District Minutes

Created: November 07, 2011 at 10:47 AM

Regular Meeting

October 13, 2011

Thursday, 05:00 PM

District Office
630 Nevada Street
Sausalito

Attendees

Karen Benjamin

Thomas Newmeyer

Shirley Thornton

Mark Trotter

William Ziegler

Valerie Pitts

Superintendent

non-voting

CALL TO ORDER 5:00 PM

Minutes

President Newmeyer called the meeting to order at 5:09 p.m.

1. Addressing the Board Prior to Closed Session (D)

Minutes

There was no public comment.

CLOSED SESSION 5:00 - 5:30 pm

1. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54956.8: Lease Agreements and Service Contracts (V)

2. With respect to every item of business to be discussed in Closed Session pursuant to GC Section 54957: Discipline/Dismissal/Release – Classified Employees (V)

OPEN SESSION

Minutes

Open session convened at 5:57 p.m.

1. Report Out from Closed Session (V)

Minutes

President Newmeyer reported that there was no action taken in closed session.

2. Governance Workshop 5:30 to 7:00 pm (D)

The Board will conduct a first review of:

- CSBA Professional Governance Standards for School Boards
- CSBA Superintendent Governance Standards

The Board will discuss school district organization.

Minutes

Superintendent Pitts and board members discussed components of a vision statement. Board members added that educating children is the top priority, the vision must generate excitement from students, parents and teachers and that diversity must be seen as an asset. Stephen Chang, National Equity Project, discussed cultural competency, the self awareness of how our own identity influences us and seeing something of value in learning, instead of something to overcome. Mr. Chang is involved with Tamalpais Union High School District in the work of cultural competency. Superintendent Pitts shared comments on a vision from the Parent Coalition. Core values will be discussed at the November 17 board meeting. Superintendent Pitts and board members also discussed pros and cons of school district organization options as defined in the FSG report of July 19, 2011.

3. Pledge of Allegiance (D)Minutes

Christopher Southall, Tashon Thompson and Wanya Williams, MLK 8th grade students, led the Pledge of Allegiance.

4. Approval of Agenda Order (D)Minutes

M/s/c Ziegler/Thornton/all to approve the agenda order.

Motion made by: William Ziegler

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

5. Addressing the Board Prior to Open Session (D)

The Sausalito Marin City School Board of Trustees welcomes and values public input and participation. School board meetings are meetings of the Board of Trustees held in public and as such, public input is structured to ensure efficiency and respect for meeting protocols. Please review the rules below:

- Any person wishing to address the board on any item must complete an input card available at the table entering the board room.
- A person wishing to speak to any item on or off the agenda will be granted up to 3 minutes at the podium. The board will limit the public comment period on any single item to 20 minutes. Please assure comments are respectful and courteous.

- Input on topics not on the agenda will be taken at the beginning of each board meeting. Input for topics on the agenda will come at the beginning of that agenda item, after the board president introduces the item.

- The President will close public input on agenda items and trustees will continue to discuss the item on the agenda as needed. Trustees may ask staff clarifying questions. Trustees may request through the president to ask clarifying questions of audience members. The president will guide and facilitate the dialogue. One person speaks at a time. Please do not speak out of turn or comment from the audience during board discussion.

Thank you for your input! You may also submit your comments in writing to trustees or the superintendent via email or the board-recording secretary.

Minutes

There was no public comment.

REPORTS

1. Board Members' Reports (D)

Members of the School Board will report on activities and information they wish to share. The Board may request that items be agendaized and researched for presentation at future meetings.

Minutes

Trustee Thornton thanked Principal Jonnette Newton and teachers for their participation in the Ujima Youth Festival on October 8, 2011.

Dr. Thornton called on Mr. Don Jen of Marin Community Foundation, who explained the basis for a new MCF initiative on health and the impact on health of decisions we make.

Trustee Trotter requested that the MLK field be agendaized for discussion at the November 17, 2011 board meeting.

President Newmeyer acknowledged a group working toward a collective community model which includes Gary Syman, Brian Gadsden, Jeff Edmundson, Denni Brusseau, Laura Cox, Ann Mathieson Susan Keiter, Valerie Pitts and Thomas Newmeyer.

2. Superintendent's Report (D)

- MLK Student Poetry Presentation
- Principal's Report
- Head of School's Report
- CBEDS Enrollment

Minutes

Superintendent Pitts acknowledged the work of Ms. Newton and staff at the Ujima Youth Festival.

MLK Student Poetry Presentation

Principal Newton proudly introduced the following MLK 8th grade students to read the poems they authored:

- Christopher Southall: Gym Floor; Tick Tock
- Tashon Thompson: Perseverance
- Wanya Williams: Home; Empathy; Life.

Superintendent Pitts praised the students for their poems and poise and invited them to meet with her soon.

Principal's Report

Principal Jonnette Newton thanked:

- Board members for attending Back to School Nights
- Everyone who came out for the Ujima Youth Festival.

Head of School's Report

Head of School Carol Cooper shared a visit from a former WCA student, her satisfaction at seeing a boy maturing, and the knowledge that WCA had helped shape his future.

CBEDS Enrollment

Superintendent Pitts reported that CBEDS Enrollment on October 4, 2011 was Bayside 93, MLK 55 for a total enrollment of 148 students

STUDENT ACHIEVEMENT

1. Preschool Report (D)

Minutes

Pre K to 3 Design Team members present at the meeting included:

- Jonnette Newton, Principal, SMCS
- Tenisha Tate, Assistant Principal, SMCS
- Ellen Franz, Teacher, SMCS
- Jennifer Banks, Teacher, SMCS
- Kay Wernert, Executive Director, Marin Head Start
- Rebecca Courtney, Co-Lead Teacher, Marin Head Start
- Erica Edwards, Co-Lead Teacher, Marin Head Start and Teacher, Teach for America
- Lindsey Kessel, Program Manager, Reading Partners
- Nichole Gangitano, Program Manager, Reading Partners
- Rocio Novoa, Parent
- Alma Lucas, Parent
- Glenna Coleman, Facilitator
- Debra Bradley, Consultant

Ms. Wernert reported that the Pre K to 3 project is made possible by a Marin Community Foundation Closing the Achievement Gap grant. She highlighted Year 1 accomplishments.

Lindsey Kessel reviewed reading acceleration in Year 1 and reported that the teaching of vocabulary is linked between Head Start and Kindergarten. Trustee Thornton suggested sending vocabulary lists to the homes of students and others. If students hear others using these words in conversation, they are likely to retain and use them too. Ms. Wernert gave an opinion that reading proficiency is increasing through teaching strategies and time on task. Principal Newton added that weekly vocabulary lists are sent home to families; she thought that the engagement of others as suggested by Trustee Thornton was easily doable.

Kay Wernert noted a Kindergarten Observation Form for incoming kindergarten students.

Year 2 will include:

- Completion of goals
- Increased community outreach
- Inclusion of families of preschoolers in events
- Involvement with the National Equity Project
- Engagement of teachers of grades 1 and 2 and strengthening curriculum

Erica Edwards is serving as a bridge to align Pre K and Kindergarten.

Kay Wernert discussed how family engagement continues, Bingo Night for example. Participation increases the comfort level of parents, which leads to their participation in meaningful discussions. Assistant Principal Tenisha Tate has been instrumental in family engagement.

Jonnette Newton shared that:

- Connect Ed email communication with parents is coming.
- Kindergarten students work one additional hour on Mondays, Tuesdays, Thursdays and Fridays with the Boys & Girls Club in Kinder Literature, Kinder Gym or Kinder Math.
- First and third graders are receiving accelerated interventions.

Jan Derby, retired Marin County educator, was introduced and thanked for offering her expertise to the Pre K to 3 Design Team.

2. Student Field Trips (D)

Minutes

Superintendent Pitts reported on field trips that are planned.

FINANCE

1. Technology Service Contract (V)

Board consideration of a shared service contract with Marin County Office of Education for technology services.

Minutes

Due to the volume of work, Superintendent Pitts requested more technology services to supplement the excellent services being provided by Mark Tong.

M/s/c Trotter/Thornton/all to approve a technology services contract with MCOE.

Motion made by: Mark Trotter

Seconded by: Shirley Thornton

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

2. Student Technology Equipment Purchase (V)

Minutes

M/s/c Ziegler/Newmeyer/all to approve the purchase of laptop computers for students.

In response to a question from Trustee Trotter, Superintendent Pitts reported that new curriculum would be available for online reading by the 2014/2015 school year.

Trustee Benjamin requested that the topic of classroom time to teach students touch typing on computers be scheduled for the November 17 board meeting agenda.

Motion made by: William Ziegler

Seconded by: Thomas Newmeyer

Votes

Karen Benjamin	Yes
Thomas Newmeyer	Yes
Shirley Thornton	Yes
Mark Trotter	Yes
William Ziegler	Yes

CONSENT AGENDA

Minutes

M/s/c Roll Call Trotter/Newmeyer/ Ayes 5 Noes 0 to approve the entire Consent Agenda.

1. Approval of the minutes of the special meeting of September 8, 2011 (V) (C)

2. Approval of the minutes of the regular meeting of September 22, 2011 (V) (C)

3. New Professional Services Contracts (V) (C)**4. Quarterly Report: Williams Act** (V) (C)**5. Payment of Warrants** (V) (C)**6. Personnel Action Report - No change since prior month's report** (V) (C)**SAVE THE DATES****1. Future District Board Meeting Dates** (D)

All meetings are held at the District Office, 630 Nevada Street, Sausalito at 7:00 p.m. unless otherwise noted. *The first meeting date of each month will be allocated to, additional special meetings on facilities issues, special meetings, community forums, etc. as needed. The only or second meeting date of each month will be allocated to regular board meetings.

November 17 - One November meeting - holidays

December 8*

December 15

2. Future Charter School Board Meeting Dates (D)

Meetings are open to the public and generally held on the School Campus, 33 Buchanan Street, Sausalito. With the exception of the December meeting, meetings are held on the 3rd Wednesday of the month at 6:30 PM.

October 19

November 16

December 14 (2nd Wednesday due to holiday break)

January 18, 2012

February 15

March 21

April 18

May 16

June 20

3. Upcoming Dates and Important Events (D)

Please visit the District website www.sausalitomarincityschools.org

ADJOURNMENT

Minutes

M/s/c Thornton/Ziegler/all to adjourn at 8:02 p.m.

Karen Benjamin

Signature/Date

Board clerk

Title