In preparation for the 2018 review and revision of the Colorado Academic Standards, the Colorado Department of Education invited the public to submit comments and suggestions through an online feedback system that was open from October 2016 through April 2017. Below are the unedited comments and suggestions that were submitted for Reading, Writing and Communicating. Each feedback item is prefaced with either Revise, Remove, Move, or Comment. Only those parts of the standards (Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGCs/GLEs/EOs are missing from this document. For more information on the Colorado Academic Standards and the 2018 review and revision, visit http://www.cde.state.co.us/standardsandinstruction.

**Prepared Graduate Competencies**

**PGC: Apply standard English conventions to effectively communicate with written language**

*Remove:* repeats CCSS L2

*Revise:* Beef it up

*Comment:* Keep the same.

*Comment:* Keep the same.

*Comment:* KEEP THE SAME

*Comment:* Keep the standards the same.

*Comment:* It’s well written.

*Comment:* This is a necessary life skill in this century.

*Comment:* Some of the basics, like understanding the difference between to, too and two, there, they’re and their, not ending sentences with prepositions - basic structure seems to be lacking. Much of the homework and PARCC preparations have such obtuse questions to read through and the answers are subjective. As a parent, I’d much rather see a good book report and depth in thinking of character development, problem/solution observation, structure of writing, etc, than the drone of prepping for the PARCC test.

**PGC: Articulate the position of self and others using experiential and material logic**

*Revise:* This competencies is very abstract and confusing. It does not establish a clear path for teaching. Is this a standard that requires reading, writing, or speaking/listening? Or does it bridge these? Some clarification of the purpose and intent would be helpful to teachers.

*Remove:* What does this mean? How is this measured?

*Revise:* Revised it to say "use sound reasoning and logic".

*Revise:* Explain what is material logic

*Comment:* Perhaps have clarity for the expectation of "experimental and material logic"

*Comment:* So important in these time-- use facts to support your opinion. And understand facts in making your opinions!

*Remove:* This wording is not clear. What does this mean? The standards should be written to be easily understood by students, parents, teachers and the community at large.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Revise: Revise this so it is explicitly clear what students are expected to know and be able to do upon graduation: Communicate a position on a topic using credible sources, critical thinking, and reasoning skills
Comment: what's experiential and material logic?
Revise: The standard is too general and vague.

PGC: Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective

Remove: repeats CCSS SL1
Revise: Good one to keep in place
Comment: I like this. It also aligns well with the 21st Century Outcome: Collaboration of valuing others’ ideas and improve personal and group's quality of work.
Revise: This seems to fit better as an oral language standard.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: Well written standard.
Comment: Keep this standard. Collaboration skills are essential.
Revise: The student will not be required to participate in service projects where the student must provide unpaid services to progressive organizations, the Democrat party, the Green party, etc. when learning to collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective MAKING CITIZENS: HOW AMERICAN UNIVERSITIES TEACH CIVICS WITH CASE STUDIES OF THE UNIVERSITY OF COLORADO, BOULDER; COLORADO STATE UNIVERSITY; UNIVERSITY OF NORTHERN COLORADO; AND THE UNIVERSITY OF WYOMING The New Civics hopes to accomplish this by teaching students that a good citizen is a radical activist, and it puts political activism at the center of everything that students do in college, including academic study, extra-curricular pursuits, and off-campus ventures. New Civics builds on “service-learning,” which is an effort to divert students from the classroom to vocational training as community activists. By rebranding itself as “civic engagement,” service earning succeeded in capturing nearly all the funding that formerly supported the old civics. In practice this means that instead of teaching college students the foundations of law, liberty, and self-government, colleges teach students how to organize protests, occupy buildings, and stage demonstrations. These are indeed forms of “civic engagement,” but they are far from being a genuine substitute for learning how to be a full participant in our republic https://www.nas.org/images/documents/NAS_makingCitizens_executiveSummary.pdf

PGC: Deliver organized and effective oral presentations for diverse audiences and varied purposes

Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: Simple and concise; keep it.

PGC: Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Revise: Make non-fiction more clear

Comment: I like this. It also aligns with the 21st Century Outcomes Academic of analyze, synthesize, and evaluate knowledge to solve problems. Comprehension is a low level expectation, but application demonstrates true understanding of texts.

Revise: The term "comprehension" works for informational texts, but may be insufficient in relation to mastering literary texts which require more than just "read the story/comprehension." Studying ideas in literature, which brings critical empathetic and narrative experience to readers, requires deeper understanding of theme, plot, character, vocabulary choices, and close reading. Even though there are other PGC's that address more breadth for literature, perhaps, something like "demonstrate comprehension of informational texts, and engage and explore literary texts in depth?"

Revise: The hierarchy and organization of the reading standards impedes communication with parents and students. Instead of the GLEs being organized by literary text (GLE1) compared to informational text (GLE2), instead of being able to discriminate how a student is able to decode compared to how he comprehends through using the GLEs, we have to use the Evidence Outcomes - which are too numerous to report out to parents on report cards. Please consider reorganizing the Reading GLEs to reflect the components of reading: Comprehension, fluency, vocabulary, phonics/phonological awareness.

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Revise: I'm curious why persuasive texts are identified independently of informational texts. It seems that informational texts cover persuasive texts. We could get bogged down in specifics at the PGC level when those specifics should be covered in the grade level expectations.

Comment: Keep the standards the same.

Revise: What might the difference be between informational and persuasive texts? Is everything an argument? What about reading processes and strategies?

Comment: Somewhat vague, but ok.

Revise: Comprehension is the goal of reading. The complexity of texts needs to be defined. Many adults are unable to comprehend complex texts.

PGC: Demonstrate skill in inferential and evaluative listening

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Comment: Clear and concise.

Comment: Keep this standard.

PGC: Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Revise: We still have teachers assigning an old school research paper--which is not this standard...it obviously needs definition for the 21st Century

Comment: Definitely!
Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Revise: It's difficult for students to demonstrate the use of certain strategies.

Comment: A 10 year old brain is not developmentally prepared to be such a critical thinker. They do not have the background, vocabulary or skills yet. Fourth grade should still be reading for enjoyment and to learn about the world....not compare and contrast text.

Revise: The student will ensure that the student does not use papers which had an invalid methodology or which had been retracted when demonstrating the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues From National Academy of Science, A growing body of evidence indicates that substantial percentages of published results in some fields are not reproducible, the report says, noting that this is a complex phenomenon and much remains to be learned. While a certain level of irreproducibility due to unknown variables or errors is a normal part of research, data falsification and detrimental research practices -- such as inappropriate use of statistics or after-the-fact fitting of hypotheses to previously collected data -- apparently also play a role. In addition, new forms of detrimental research practices are appearing, such as predatory journals that do little or no editorial review or quality control of papers while charging authors substantial fees. And the number of retractions of journal articles has increased, with a significant percentage of those retractions due to research misconduct. The report cautions, however, that this increase does not necessarily indicate that the incidence of misconduct is increasing, as more-vigilant scrutiny by the community may be a contributing factor. http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=21896&utm_source=NASEM+News+and+Publications&utm_campaign=15d988f9b6-NAP_mail_new_2017.04.17&utm_medium=email&utm_term=0_96101de015-15d988f9b6-104332205&goal=0_96101de015-15d988f9b6-104332205&mc_cid=15d988f9b6&mc_eid=0f163c1e89 http://physics.nyu.edu/sokal/franklin_review_BtH.pdf

Compounding Error: The Afterlife of Bad Science

Authors and affiliations Jaime A. Teixeira da SilvaEmail author Judit Dobránszki

Institutes for Agricultural Research and Educational Farm of the University of Debrecen The failure to discover and correct errors in published scientific papers "poses significant risks for authors, editors, journals, and publishers" as well as for the wider academic pool and the public, and weakens reader and peer confidence in the credibility of scientists and their research. When errors in the published scientific literature are discovered they must be reported, and corrections made “quickly and completely,” urge Jaime A. Teixeira da Silva and Judit Dobránszki, who lay out the case for strengthening post-publication peer review. https://www.nas.org/articles/spring_2017_academic_questions http://link.springer.com/article/10.1007%2Fs12129-017-9621-0

Article: Highly cited retracted papers ABSTRACT: We examine the number of citations in 10 highly cited retracted papers, and compare their current pre- and post-citation values. We offer some possible explanations for the continued citation of these retracted papers, and point out some of the risks that may be involved for the communities that continue to cite them. In general, retracted papers should not be cited, but often there is fault with unclear publisher web-sites, the existence of pirate web-sites or sites that display copies of the unretracted version of the paper, or even the insistent citation of a retracted paper because the results remain valid, or because the authors (most likely) refuse to accept the retracted status of that paper, or continue to believe that the core findings of the study remain valid. Article · Mar 2017 · Scientometrics https://www.researchgate.net/profile/Judit_Dobranszki

PGC: Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Comment: so important

Revise: Remove the word "discriminate". Also consider including the idea of being able to discern how an author builds an argument to persuade an audience. Students not only need to be able to craft an argument; they also need to know how to analyze the arguments of others. For example: Justify a position using
traditional lines of rhetorical argument and reasoning; discern which rhetorical devices authors utilize to strengthen the logic and persuasiveness of their arguments.

Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: The word discriminate is offensive. Find a different word please.
Revise: Simplify wording.
Comment: Just read the standard....does that sound like something a 10 year old active boy should be doing? Let them be a child before we expect them to be an adult.

PGC: Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

Revise: The feedback I have gotten from Employers is that recent graduates can not write effective emails or one page summaries of a position - important skillsets in many jobs. While the wording of this standard is appropriate, our application of this standard to prepare students for graduation is not.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: Please let them learn to do basic writing before we expect them to write college expository text. They need more practice at the basics.

PGC: Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Revise: "Engage in" is not a clear objective for students. What does it mean to "engage in"? Does this mean that we want students to comprehend non-fiction texts? Does it mean that we want them to enjoy reading these types of texts? That we want them to self-select non-fiction? A more specific verb phrase would add clarity.
Comment: Consider adding "grade-level" reading so students are reading higher-level texts.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.

PGC: Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Comment: I like the "illustration" part. Consider changing to "visuals," which could also include films, photographs, and illustrations. This generation of students' "cannon" of texts is including films. Teachers need to include visuals purposefully.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
PGC: Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.

PGC: Exercise ethical conduct when writing, researching, and documenting sources

Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: A very critical performance standard!

PGC: Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Remove: addressed in CCSS W8
Comment: This standard feels so important to me and it applies to all content areas not just reading and writing—consider separating communication and/or call it information literacy out rather than lumping it into this category.
Comment: This aligns with 21st Century Outcome Academic to analyze, synthesize, and evaluate knowledge to solve problems.
Revise: Gather information from a variety of sources; analyze and evaluate the quality and relevance of each source; and synthesize to answer complex questions
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: Given the current trends in global media (rise of social media power, fake news), it might be worth calling out specific competencies in being able to discern propaganda from verifiable credible journalism. This is a skillset that is shockingly lacking in a very large portion of our adult population, we need to fix it.

PGC: Implement the writing process successfully to plan, revise, and edit written work

Remove: addressed in W5
Comment: Consider adding using peer reviews or peer critiques. Since students will likely being working in a more collaborative environment, students should have purposeful interaction of taking their peer's input into account when writing or presenting a product.
Comment: Yes—love.
Comment: Keep the same.
Comment: Keep the same.
Comment: KEEP THE SAME
Comment: Keep the standards the same.
Comment: This a necessary life skill that all students should master.

Comment: Feeling concern about assistive technology availability for some IEP students to meet this standard

PGC: Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Remove: addressed (in terms of the requisite skills we are referring to here) in CCSS L4

Revise: and how Greek and Latin roots contribute to expanding vocabulary in English.

Revise: Interpret complex vocabulary from the context and structure of written English

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Comment: Kids need more time to discover vocabulary...they come to us with such a limited amount of background. Let's enrich their lives by allowing them to learn new words before we tell them they are not smart because they don't know the word that I sometimes have to look up meaning for as an adult.

PGC: Master the techniques of effective informational, literary, and persuasive writing

Revise: change from persuasive to argumentative

Revise: I suggest replacing "master" with engages in high exposure to..

Revise: Master the techniques of effective informational, literary, and argumentative writing

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Comment: Let's give them more practice time....they are not developmentally ready to master them yet. Still working their way towards mastery!

PGC: Read a wide range of literature (American and world literature) to understand important universal themes and the human experience

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

PGC: Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Revise: change wording to "increasingly difficult"

Comment: I like how this aligns with 21st Century Outcome Decision-making to adjust for weaknesses and to advocate for self when help is needed

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME
Comment: I would like to see this include seeking feedback, self-assessing, and reflecting on personal learning when it comes to writing as well.

Comment: Keep the standards the same.

PGC: Use language appropriate for purpose and audience

Remove: This is part of the skills of CCSS W4 and SL4 as part of use of style. It is also addressed in CCSS L3.

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: This competency is necessary in the workplace.

PGC: Use primary, secondary, and tertiary written sources to generate and answer research questions

Revise: The feedback I have gotten from Employers is that our high school graduates are not effective in this area. While they have many of these basics, we have not taught them how to apply these skills in the workplace. It appears that this standard is meant to evaluate if they are ready, but we must place more emphasis in being able to do this as they will in their first job. An example is their boss asks them to evaluate the options for a purchasing decision, summarize the options, identify a recommendation and justify the recommendation. The standards appear that a student should be prepared to do that, but Employers are saying they aren’t. More real-world application of these skills is important to complete in high school.

Comment: Perhaps this could be moved to social studies since they use primary texts.

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Revise: "written AND VISUAL" sources to generate and answer research questions. Rationale: http://www.iste.org/docs/excerpts/MEDLIT-excerpt.pdf MCREL Language Arts Viewing Standard 9: Uses viewing skills and strategies to interpret visual media. NCTE/IRA Standards for English Language Arts "Being literate...means being active, critical, and creative users not only of print and spoken language but also of the visual language..."

Comment: Again, some IEP students that can not read well lack the assistive technology to access these higher level texts.

PGC: Write with a clear focus, coherent organization, sufficient elaboration, and detail

Remove: This seems like a repeat of CCSS W 1, 2, 3.

Revise: ...for specific purposes and audiences.

Comment: great writing-- so important!

Comment: Keep the same.

Comment: Keep the same.

Comment: KEEP THE SAME

Comment: Keep the standards the same.

Revise: What about writing processes and strategies?
Online Feedback

Reading, Writing and Communicating Twelfth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness

Revise: I applaud our state’s use of the Common Core Standards as a baseline for our standards and highly recommend we keep them as our foundation. I would be happy if we chose to add rigor above the current standards, but we must not reduce expectations below the current level if we want our students to be workforce ready. The Common Core allows us to tie into PWR Standards that have been set by business organizations such as the National Network of Business and Industry Associations and the Business Roundtable. Further, businesses have indicated that it is important to be able to know how graduates in one state compare to graduates in another when they are choosing where to locate their offices - the state with the best workforce almost always wins in these decisions. Finally, leveraging common standards across states is a fair approach to support families with school age children that move between states, such as those in our military.

Evidence Outcome: Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience

Comment: Consider changing "identify" to "using" a central idea... in their developed speech.

GLE: 2. Effective collaborative groups accomplish goals

Evidence Outcome: Assume a leadership role in a group that is collaboratively working to accomplish a goal

Comment: This evidence assumes all students should and want to be "leaders" in a collaborative group and for a collaborative goal. I submit, in a true collaboration, there would not be a need for a single leader. Additionally, this evidence requires students who are introverts to be leaders, which may be harmful.

Standard: 2. Reading for All Purposes

GLE: 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies

(PGC Feedback) Revise: Consider changing "author" to artist, which could include authors, directors, composers, illustrator, etc. National Board requirements include teaching students how to "read" visual texts such as film, illustrations, photographs, etc. This is because students' day-to-day interaction of "texts" is becoming more and more visual. By not having students be given direct instruction with how to analyze and evaluate these "texts" is a disservice to their future.

Evidence Outcome: 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. (CCSS: RL.11-12.5)

Revise: Consider changing "author" to artist, which could include authors, directors, composers, illustrator, etc. "Author" seems limiting and indicates only written texts.

GLE: 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills

Revise: Consider broadening the definition of "text" to include songs and film. Since students' cannon of ethical and morals comes from films and songs. Not requiring these "texts" seems very limited for an educated society.
Evidence Outcome: 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. (CCSS: RI.11-12.6)

Revise: Consider changing "author" to artist, which could include authors, directors, composers, illustrator, etc.

Standard: 3. Writing and Composition

GLE: 1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose

(PPC Feedback) Revise: Consider adding the pronoun "their" to indicate is should be student's original work. With the use of internet and other means's students are becoming more adept as using others' work for their own. ...text structure to compose or adapt THEIR writing...

Revise: Consider adding an evidence outcome to include "avoiding the use of plagiarism."

GLE: 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes

(PPC Feedback) Revise: Consider adding the pronoun "their" to indicate is should be student's original work. With the use of internet and other means's students are becoming more adept as using others' work for their own. ...text structure to compose or adapt THEIR writing...

Revise: Consider adding an evidence outcome to include "avoiding the use of plagiarism."

Standard: 4. Research and Reasoning

GLE: 2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment

(PPC Feedback) Revise: Consider rewording or adding explanation for "experiential and material logic"

Revise: Consider adding an evidence outcome to include "avoiding the use of plagiarism."

Reading, Writing and Communicating Ninth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Oral presentations require effective preparation strategies

(PPC Feedback) Comment: KEEP THE SAME

Comment: KEEP THE SAME

Comment: Instead of call this standard Oral Expression and Listening, can't it just be called Speaking and Listening?

Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.9-10.6)

Comment: KEEP THE SAME

Evidence Outcome: Use verbal and nonverbal techniques to communicate information

Comment: KEEP THE SAME

Evidence Outcome: Define a position and select evidence to support that position

Comment: KEEP THE SAME

Evidence Outcome: Develop a well-organized presentation to defend a position

Comment: KEEP THE SAME
Evidence Outcome: Use effective audience and oral delivery skills to persuade an audience

Comment: KEEP THE SAME

Evidence Outcome: 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. (CCSS: SL.9-10.5)

Comment: KEEP THE SAME

Inquiry Questions:

Comment: KEEP THE SAME

Relevance and Application:

Comment: KEEP THE SAME

Nature Of:

Comment: KEEP THE SAME

GLE: 2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention

(PGC Feedback) Comment: KEEP THE SAME

Comment: KEEP THE SAME

Evidence Outcome: 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. (CCSS: SL.9-10.1)

• 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. (CCSS: SL.9-10.1b)

Comment: KEEP THE SAME

Evidence Outcome: Follow the speaker’s arguments as they develop; take notes when appropriate

Comment: KEEP THE SAME

Evidence Outcome: Give verbal and nonverbal feedback to the speaker

Comment: KEEP THE SAME

Evidence Outcome: Ask clarifying questions

Comment: KEEP THE SAME

Evidence Outcome: Evaluate arguments and evidence

Comment: KEEP THE SAME

Evidence Outcome: Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication

Comment: KEEP THE SAME

Evidence Outcome: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)

Comment: KEEP THE SAME

Inquiry Questions:

Comment: KEEP THE SAME

Relevance and Application:

Comment: KEEP THE SAME
Nature Of:
Comment: KEEP THE SAME

**Standard: 2. Reading for All Purposes**

**GLE: 1.** Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison

( PGCFeedback) Comment: KEEP THE SAME!!!

Comment: KEEP THE SAME!!!

Evidence Outcome: 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. (CCSS: RL.9-10.2)

Comment: KEEP THE SAME!!!

Evidence Outcome: 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. (CCSS: RL.9-10.3)

Comment: KEEP THE SAME!!!

Evidence Outcome: 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. (CCSS: RL.9-10.5)

Comment: KEEP THE SAME!!!

Evidence Outcome: 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. (CCSS: RL.9-10.6)

Comment: KEEP THE SAME!!!

Evidence Outcome: Identify the characteristics that distinguish literary forms and genres

- 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). (CCSS: RL.9-10.9)

- Use literary terms to describe and analyze selections

Comment: KEEP THE SAME!!!

Evidence Outcome: 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. (CCSS: RL.9-10.10)

Comment: KEEP THE SAME!!!

**GLE: 2.** Increasingly complex informational texts require mature interpretation and study

( PGCFeedback) Comment: KEEP THE SAME!!!

Comment: KEEP THE SAME!!!

**Standard: 3. Writing and Composition**

**GLE: 1.** Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language

( PGCFeedback) Comment: KEEP THE SAME!!!

Comment: KEEP THE SAME!!!
GLE: 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support

(PGC Feedback) Comment: KEEP THE SAME!!!

Reading, Writing and Communicating Eighth Grade

Standard: 2. Reading for All Purposes

GLE: 2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment

Comment: This is plenty. EOs are far too detailed to address at the state level. EOs become lesson plans without an attached lesson.

GLE: 3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts

Comment: This is plenty. EOs are far too detailed to address at the state level. EOs become lesson plans without an attached lesson.

Reading, Writing and Communicating Seventh Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Formal presentations require preparation and effective delivery

(PGC Feedback) Revise: This should be the level of granularity of a state standard.

Revise: This should be the level of granularity of a state standard.

Evidence Outcome: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.
Evidence Outcome: Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Inquiry Questions:

Revise: Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

Relevance and Application:

Revise: Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

Revise: Summarizing and paraphrasing are different skills. A distinction should be made.

Nature Of:

Revise: Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

Standard: 2. Reading for All Purposes

GLE: 1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts

Evidence Outcome: Use Key Ideas and Details to:

• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
• 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. (CCSS: RL.7.2)
• Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)
• Recognize the influence of setting on other narrative elements

Revise: Why is the EG from CCSS pulled out from the standard? The "extra" CAS are redundant to what is already in the CCSS.

Inquiry Questions:

Revise: How might these questions actually engage readers at a conceptual level?

GLE: 2. Informational and persuasive texts are summarized and evaluated

Evidence Outcome: Use Integration of Knowledge and Ideas to:

• 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). (CCSS: RI.7.7)
• 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. (CCSS: RI.7.8)
• 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. (CCSS: RI.7.9)
• Organize and synthesize information from multiple sources, determining the relevance of information.

Revise: The "extra" CAS are redundant to what is already in the CCSS.

GLE: 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts

Evidence Outcome: 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. (CCSS: L.7.4)

• 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. (CCSS: L.7.4a)
• Use the tone of a passage to determine an approximate meaning of a word.
• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (CCSS: L.7.4b)
• 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. (CCSS: L.7.4c)
• 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). (CCSS: L.7.4d)
• Differentiate between primary and secondary meanings of words.

Revise: The "extra" CAS are redundant to what is already in the CCSS.

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)

• Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
• Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways.
• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (CCCS: L.7.5c)

Revise: The "extra" CAS are redundant to what is already in the CCSS.

Standard: 3. Writing and Composition

GLE: 1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

Evidence Outcome: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)

• Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers).
• Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre.
• Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts.
• Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use...
transitional words and phrases to link ideas and sections

- Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose
- 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. (CCSS: W.7.3a)
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)
- Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)

Revise: The "extra" CAS are redundant to what is already in the CCSS

Evidence Outcome: Revise writing to strengthen the clarity and vividness of voice, tone, and ideas

Remove: The "extra" CAS are redundant to what is already in the CCSS

GLE: 2. Organization is used when composing informational and persuasive texts

Evidence Outcome: Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)

- Develop texts that explain a process; define a problem and offer a solution; or support an opinion
- Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts
- Reach an authentic audience with a piece of informational or persuasive writing
- Explain and imitate emotional appeals used by writers who are trying to persuade an audience
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
- Establish and maintain a formal style. (CCSS: W.7.1d)
- Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)

Revise: The "extra" CAS are redundant to what is already in the CCSS

GLE: 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work

Evidence Outcome: 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. (CCSS.W.7.5)

- Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens)
- Write and punctuate compound and complex sentences correctly
- Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases
- Use pronoun-antecedent agreement including indefinite pronouns
- Write with consistent verb tense across paragraphs
- Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs
- Combine sentences with coordinate conjunctions
- Improve word choice by using a variety of references, such as a thesaurus
Standard: 4. Research and Reasoning

GLE: 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources

Evidence Outcome: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)

- Identify a topic for research, developing the central idea or focus
- Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials

GLE: 2. Logical information requires documented sources

(PGC Feedback) Remove: The "extra" CAS are redundant to what is already in the CCSS

GLE: 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

(PGC Feedback) Remove: The "extra" CAS are redundant to what is already in the CCSS

Reading, Writing and Communicating Sixth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Successful group discussions require planning and participation by all

Revise: I’m not sure this encompasses the entire strand.

Evidence Outcome: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)

Revise: Why is the order laid out different than CC? In other words, why wouldn't this category start instead with CCSS.SL.6.1? Especially since most of the inquiry questions connect more to 6.1.

Revise: use appropriate nonverbal language and speak intelligibly

Evidence Outcome: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (CCSS: SL.6.5)

Revise: Is there embedding that can happen instead of having a big list? For example, can CAS 1.1.g be embedded underneath CCSS.SL.6.4 instead of totally separate? One seems to be a part (or repetitive) of the other.

Inquiry Questions:

Revise: Add - Why is it important to be able to follow directions?
Standard: 2. Reading for All Purposes

GLE: 1. Understanding the meaning within different types of literature depends on properly analyzing literary components
   Revise: Again, I don’t think this really helps or captures the variety of skills in this strand.
   Evidence Outcome: Use different kinds of questions to clarify and extend comprehension
   Move: This needs to be embedded into one of the three categories above.
   Evidence Outcome: Identify how the author uses dialogue and specific word choice to achieve an effect
   Move: Doesn’t this belong under Craft and Structure? Not separate tagged on after Common Core.
Relevance and Application:
   Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition

GLE: 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice
   Revise: Again, I don’t like the simplicity of this. Might as well leave it off. Perhaps, instead, we need an overarching goal of some kind (like CCSS.RL.6.10)
   Evidence Outcome: Organize literary and narrative texts using conventional organizational patterns of the chosen genre
   Move: This belongs under CCSS.W.6.3) as it is a component of that standard, not a separate standard.
   Evidence Outcome: Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text
   Move: This belongs under CCSS.W.6.3.D because it provides details about this standard.

GLE: 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop
   Remove: Not really purposeful
   Evidence Outcome: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
   Move: This seems like a separate category
   Evidence Outcome: Write to pursue a personal interest, to explain, or to persuade
   Move: This can go underneath (subset) of CAS 3.1c)
   Evidence Outcome: Write to analyze informational texts (explains the steps in a scientific investigation)
   Move: This can go underneath (subset) of CAS 3.1c)
   Evidence Outcome: Analyze and improve clarity of paragraphs and transitions
   Move: This can go underneath (subset) of CAS 3.1c)
   Evidence Outcome: Select vocabulary and information to enhance the central idea
   Move: This can go underneath (subset) of CAS 3.1c)
Standard: 4. Research and Reasoning
GLE: 2. Assumptions can be concealed, and require identification and evaluation
 Evidence Outcome: Accurately identify own assumptions, as well as those of others
 Move: Instead of these being out there on their own, can they be integrated to CCSS.w.6.7 and 6.8? These standards are nebulous and need to be in the context of the actual research standards.

Reading, Writing and Communicating Fifth Grade

Standard: 1. Oral Expression and Listening
GLE: 1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience
 Evidence Outcome: Describe a process and persuade an audience
 - 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. (CCSS: SL.5.4)
 - Use appropriate eye contact and speak clearly at an understandable pace. (CCSS: SL.5.4)
 Revise: use appropriate eye contact and nonverbal language, and speak intelligibly

Standard: 2. Reading for All Purposes
GLE: 1. Literary texts are understood and interpreted using a range of strategies
 Evidence Outcome: Use Range of Reading and Complexity of Text to:
 - 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. (CCSS: RL.5.10)
 Comment: How do students with dyslexia access these texts when human resources are cut so short? Assistive technology is not available to meet the needs of these students.

GLE: 2. Ideas found in a variety of informational texts need to be compared and understood
 Relevance and Application:
 Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition
GLE: 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

(PGC Feedback) Comment: Penmanship for either cursive writing or printing should be a required class during the early grade school years. It seems that the writing skills of most middle schoolers is very poor and not very legible.

Evidence Outcome: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)
 - Create personal and fictional narratives with a strong personal voice
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)
 - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
 - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)
 - Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)
Move: 3rd and 4th GLE#1a should be GLE#1b to align with 5th since 5th does not have narrative opinion. In other words align 3,4,5 should be aligned for narrative and poetry, then 3rd and 4th can have narrative opinion at the end.

GLE: 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

(PGC Feedback) Comment: Typing should be a required class in grade school for at least 1 or 2 years. Since the future of all non-verbal communication will be using a keyboard, good typing skills will be an extremely valuable skill as kids grow older.

Evidence Outcome: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)
- Include cause and effect, opinions, and other opposing viewpoints in persuasive writing
- 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. (CCSS: W.5.1a)
- Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)
- Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Move: This aligns with GLE 1a in 3rd and 4th - please move so that this aligns with the preceding grades in the spiral.

Evidence Outcome: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
- 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. (CCSS: W.5.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
- Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Move: align with 3rd and 4th GLE#2a (switch the order of info text and opinion text)

Evidence Outcome: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
- 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. (CCSS: W.5.2a)
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
- Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Move: align with 3rd and 4th GLE#2a (switch the order of info text and opinion text)

Evidence Outcome: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)
- 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. (CCSS: W.5.2a)
• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
• Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
• Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Move: align with 3rd and 4th GLE#2a (switch the order of info text and opinion text)

GLE: 3. Conventions apply consistently when evaluating written texts

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)
• Use punctuation to separate items in a series. (CCSS: L.5.2a)
• Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)
• 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?). (CCSS: L.5.2c)
• Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)
• Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)

Move: should align with 3rd GLE#3e and 4th GLE#3f

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)
• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)
• Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)
• Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)
• Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)
• Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)

Move: should be aligned with 3rd and 4th GLE#3e

Evidence Outcome: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

Move: Should go with 3rd and 4th grade GLE#3a

Evidence Outcome: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)

Move: This should align with 3rd and 4th grade GLE#3 b

Evidence Outcome: 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. (CCSS: W.5.6)

Move: Should be with 3rd and 4th GLE#3c
Reading, Writing and Communicating Fourth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcome: 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. (CCSS: SL.4.1)

- 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. (CCSS: SL.4.1a)
- Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.4.1b)
- 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. (CCSS: SL.4.1c)
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)

Revise: and with intelligible speech

Evidence Outcome: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)

Revise: I like paraphrasing - Consider adding - Determine key information from information presented and demonstrate the ability to use it by following directions or responding to questions about the information.

Standard: 2. Reading for All Purposes

GLE: 1. Comprehension and fluency matter when reading literary texts in a fluent way

Relevance and Application:

Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition

GLE: 1. The recursive writing process is used to create a variety of literary genres for an intended audience

(PGC Feedback) Comment: Should ADD something that refers to "In addition to previous grade's expectations, 4th graders will..." Ideally each grade has expectations that build to help prepare for the upcoming year so this should be assumed? Need to clarify.

Evidence Outcome: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)

- 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. (CCSS: W.4.1a)
- Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)
- Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Revise: Add language to show that this also encompasses literary analysis.

Evidence Outcome: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)

- 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. (CCSS: W.4.1a)
- Provide reasons that are supported by facts and details. (CCSS: W.4.1b)
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS:
W.4.1c) • Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Comment: GLE 1a in 4th grade corresponds to GLE 2a in 5th. Because GLE 1a in 3rd aligns to GLE1a in 3rd, please consider renumbering GLE2 for 5th to align vertically.

Evidence Outcome: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)

• Choose planning strategies to support text structure and intended outcome

• Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)

• Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

• Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

• Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Revise: Add figurative language to a way to convey experiences or events.

Evidence Outcome: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.4.3)

• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.4.3a)

• Choose planning strategies to support text structure and intended outcome

• Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)

• Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)

• Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.4.3d)

• Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)

Revise: GLE#1b. "Using effective technique" - Appears in 3rd, 4th, 5th grade. How does this expectation differ from grade to grade? Can we hyperlink to examples for clarification? GLE#1bi. "Orient the reader by..." - Clarify vague language or remove. This language is not in 3rd but is in 4th and 5th. What does this mean?

Nature Of:

Revise: 4th grade Nature of Reading, Writing and Communicating: 1. - Revise to include language from 3rd grade: Writers write stories with beginning, middle and end and include personal experiences... 5th grade Nature of Reading, Writing and Communicating: 1. Writers use all of the elements of a good story - Add a hyperlink to show what these specific elements are or examples of these elements.

GLE: 2. Informational and persuasive texts use the recursive writing process

Evidence Outcome: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)

• 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. (CCSS: W.4.2a)

• Choose planning strategies to support text structure and intended outcome

• Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast

• Organize relevant ideas and details to convey a central idea or prove a point

• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)

• Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)
• Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)
• Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Remove: GLE#2.ii - Choose planning strategies to support text structure and intended outcome - REMOVE. Not in 3rd or 5th. GLE#2.iii - Identity a text structure appropriate to purpose - Remove. Not in 3rd or 5th so why is it in 4th? GLE#2.iv - Organize relevant ideas and details to convey a central idea or prove a point - REMOVE. If this is important enough for 4th, why is it not in 3rd or 5th OR ADD to 3rd to build to expectation in 4th. GLE#2.vii - Use precise language and domain-specific vocabulary to inform about or explain the topic - This is missing in 3rd. Add something that will help build to 4th. ADD to 3rd - "Use specific domain-specific vocabulary to inform..."

Nature Of:
Revise: Change transition words to transition words and phrases.
Revise: Nature of Reading, Writing and Communicating - 1. Does not align 3rd thru 5th. 2. Writers will sometimes use a visual that will help convey their message. 4th and 5th uses visuals to convey message but 3rd does not. ADD visual component to all 3rd-5th. ADD audience component to all 3rd-5th.

GLE: 3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
• Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
• Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)
• Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
• Form and use prepositional phrases. (CCSS: L.4.1e)
• Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
• Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

Revise: Write compound sentences. The next section students need to use a comma correctly in a compound sentence, but students also need to know how to correctly write a compound sentence.

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
• Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
• Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)
• Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
• Form and use prepositional phrases. (CCSS: L.4.1e)
• Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
• Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)
Comment: Because of massive amount student are asked to know and the limited background they come in with....something has to be put on low priority. This is one of those areas. Unfortunately we just have too many things to try to teach.

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). (CCSS: L.4.1a)
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (CCSS: L.4.1b)
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (CCSS: L.4.1c)
- Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (CCSS: L.4.1d)
- Form and use prepositional phrases. (CCSS: L.4.1e)
- Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)
- Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

Revise: GLE#3 f.viii - Correctly use frequently confused words. This expectation should begin sooner than 4th. Should be stated directly beginning in at least 3rd. 3rd grade GLE#3d and 4th grade GLE#e - Why are these expectations only in 3rd and 4th grade and not 5th? GLE#3d - Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose. ADD this same expectation to 3rd grade expectations. There is nothing in 3rd that builds to this expectation for 4th. To 5th, ADD Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose. There is nothing regarding format in 5th. Or ADD language like IN ADDITION TO EXPECTATIONS IN 4TH, 5TH STUDENTS WILL... GLE#3c - ...type a minimum of one page in a single sitting. DEFINE/CLARIFY single sitting. Is it a 20 minute block? 30 minute block? An hour block? To GLE#3c for 3rd grade - ADD ...type a minimum of half page in a single sitting. This helps raise/clarify expectation in 3rd to build to higher expectation in 4th.

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)
- Use correct capitalization. (CCSS: L.4.2a)
- Use commas and quotation marks to mark direct speech and quotations from a text. (CCSS: L.4.2b)
- Use a comma before a coordinating conjunction in a compound sentence. (CCSS: L.4.2c)
- Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.4.2d)

Revise: GLE#3.g.ii and iii - Put both expectations together as one. Both concern comma usage. GLE#3.f - ADD "In addition to preceding grade-level standards, student will... This language should be added to 3rd grade GLE#3.f.i. ADD "In addition to 2nd grade expectations, 3rd graders will capitalize appropriate words in titles. ADD TO THIS: beginning of sentences, and pronoun I. GLE#3.b.iii - 1st grade expectation is "end punctuation for sentences" but not directly stated for 2nd so for 2nd grade GLE#3b - ADD "In addition to preceding standards, students will..."

Nature Of:

Move: Students using quotations for dialogue needs to also be with narrative. It should also include using quotations to correctly cite information.

Revise: Nature of Reading, Writing and Communicating #1 for 4th does not align with 2nd, 3rd and 5th. For 4th ADD Writers revise for meaning and expression. 4th grade’s expectation as it reads now just seems to address editing and needs to also directly address revising for meaning and expression to better align with 2nd, 3rd and 5th. Writer's use quotations marks should be Nature of R,W, C #2. It is currently all grouped as one expectation.
Reading, Writing and Communicating Third Grade

**Standard: 1. Oral Expression and Listening**

GLE: 1. Oral communication is used both informally and formally

Evidence Outcome: 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. (CCSS: SL.3.4)

*Revise*: speaking intelligibly

GLE: 2. Successful group activities need the cooperation of everyone

Inquiry Questions: 

*Revise*: Add: Why is it important to be able to follow directions?

**Standard: 2. Reading for All Purposes**

GLE: 1. Strategies are needed to make meaning of various types of literary genres

Evidence Outcome: Use Craft and Structure to:

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4)
- Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events
- 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. (CCSS: RL.3.5)
- Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6)

*Comment*: "describe how each successive part builds on earlier sections" This is a difficult standard to wrap my mind around and present to my students on their level.

GLE: 2. Comprehension strategies are necessary when reading informational or persuasive text

Relevance and Application:

*Revise*: Add - listening comprehension skills provide a solid foundation for reading comprehension.

**Standard: 3. Writing and Composition**

GLE: 1. A writing process is used to plan, draft, and write a variety of literary genres

Evidence Outcome: Write opinion pieces on topics or texts, supporting a point of view with reasons. (CCSS: W.3.1)

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CCSS: W.3.1a)
- Provide reasons that support the opinion. (CCSS: W.3.1b)
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)
- Provide a concluding statement or section. (CCSS: W.3.1d)
- Brainstorm ideas for writing

*Move*: It seems like brainstorming should come first.

Evidence Outcome: Write descriptive poems using figurative language

*Revise*: Poetry should be more emphasized. Poetry should have more specific language for what kids should learn (what type of figurative language?).

*Revise*: Specify for grade level what type of figurative language, metaphors? simile?
GLE: 3. Correct grammar, capitalization, punctuation, and spelling are used when writing

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

- Capitalize appropriate words in titles. (CCSS: L.3.2a)
- Use commas in addresses. (CCSS: L.3.2b)
- Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
- Form and use possessives. (CCSS: L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)

Revise: Add commas in a series

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

- Capitalize appropriate words in titles. (CCSS: L.3.2a)
- Use commas in addresses. (CCSS: L.3.2b)
- Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
- Form and use possessives. (CCSS: L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 

Revise: Add a standard about using commas in a list. It's not listed in 2nd or 3rd grade standards. Commas and quotation marks is introduced in 3rd but perfected. Maybe it should just be a 4th grade standard.

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)

- Capitalize appropriate words in titles. (CCSS: L.3.2a)
- Use commas in addresses. (CCSS: L.3.2b)
- Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
- Form and use possessives. (CCSS: L.3.2d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 

Revise: Educators need more specificity for spelling expectations. "High-frequency" words is not a defined list. "Studied words" allows for infinite possibilities. Some sort of scope and sequence needs to be developed, and grade level expectations need to be identified, to ensure all students meet the standard.
Standard: 4. Research and Reasoning

GLE: 2. Inferences and points of view exist
   Evidence Outcome: Assess points of view using fairness, relevance, and breadth
   Comment: breadth is an unusual and confusing word
   Evidence Outcome: Recognize what they know and don’t know (intellectual humility)
   Comment: This standard is almost impossible to assess.

Reading, Writing and Communicating Second Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Discussions contribute and expand on the ideas of self and others
   Evidence Outcome: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
   Revise: speaking intelligibly and in coherent sentences
   Evidence Outcome: Contribute knowledge to a small group or class discussion to develop a topic
   Comment: In general, I think it would be beneficial to review and revise the extended evidence outcomes for grades K-6 based on my experience. If this option becomes available at anytime I would be interested in providing additional feedback related to possible revisions.

GLE: 2. New information can be learned and better dialogue created by listening actively
   Inquiry Questions:
   Revise: Add: Why is it important to be able to follow directions?

Standard: 2. Reading for All Purposes

GLE: 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text
   Relevance and Application:
   Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

GLE: 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text
   Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition

GLE: 2. Exploring the writing process helps to plan and draft a variety of simple informational texts
   Evidence Outcome: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
   Move: GLE2a for 2nd grade aligns conceptually with GLE1b in 1st. Please align.

GLE: 3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing
   Move: Spelling, conventions, and grammar are GLE #2 for preschool, K, and 1st grades. Please move GLE in 2nd grade to GLE#2 so that there is consistency across grade levels.
GLE: 3. Correct grammar, capitalization, punctuation, and spelling are used when writing
Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.3.2)
• Capitalize appropriate words in titles. (CCSS: L.3.2a)
• Use commas in addresses. (CCSS: L.3.2b)
• Use commas and quotation marks in dialogue. (CCSS: L.3.2c)
• Form and use possessives. (CCSS: L.3.2d)
• Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (CCSS: L.3.2e)
• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (CCSS: L.3.2f)
• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.3.2g)

Revise: Using appropriate commas and quotations in dialogue is quite complicated. Considering the varied placement of tags including in the middle of a quote, this seems like a high expectation for mastery by eight year olds. Other 3rd grade standards refer to adult guidance and support. It seems to me that since this is the first time quotations are mentioned in the evidence outcomes, that support should be acceptable.

Reading, Writing and Communicating First Grade

Standard: 1. Oral Expression and Listening
GLE: 1. Multiple strategies develop and expand oral vocabulary
Evidence Outcome: Give and follow simple two-step directions.
Comment: I think following directions is a very important standard and necessary skill as a student and as a citizen.

Standard: 2. Reading for All Purposes
GLE: 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers
Relevance and Application:
Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition
GLE: 1. Exploring the writing process develops ideas for writing texts that carry meaning
Evidence Outcome: 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. (CCSS: W.1.1)

Revise: I believe 1st graders can supply more than 1 reason to support their opinion.
Evidence Outcome: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
Comment: GLE1b in 1st aligns with GLE2a in 2nd. Please align.
Revise: I'd like to see something here about number of sentences a 1st grader should be able to write in a session?
Evidence Outcome: 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. (CCSS: W.1.3)

Revise: We need to add in fictional writing into this narrative piece. Writing realistic fiction or creating a story is an important skill.

Evidence Outcome: 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. (CCSS: W.1.5)

Comment: GLE1d in 1st aligns with GLE3c in 2nd. Please align.

Evidence Outcome: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

Comment: GLE1f in 1st aligns with GLE3d in 2nd. Please align.

GLE: 2. Appropriate spelling, conventions, and grammar are applied when writing

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)

- Write complete simple sentences.
- Capitalize dates and names of people. (CCSS: L.1.2a)
- Use end punctuation for sentences. (CCSS: L.1.2b)
- Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Revise: Take out the commas except for dates. Using commas in a series is too much for first grade. We are lucky if they can just remember ending punctuation.

Nature Of:

Revise: The holding pencil part doesn't fit.

Reading, Writing and Communicating Kindergarten

Standard: 1. Oral Expression and Listening

GLE: 1. Oral communication skills are built within a language-rich environment

(PGC Feedback) Revise: This should be the level of granularity of a state standard.

Revise: This should be the level of granularity of a state standard.

Revise: built within a language rich and social environment

Evidence Outcome: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and
districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Revise: intelligibly

**Evidence Outcome:** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (CCSS: L.K.5d)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Express words and word meanings as encountered in books and conversation

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Use new vocabulary that is directly taught through reading, speaking, and listening

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and
districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome: Relate new vocabulary to prior knowledge**

**Remove:** Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Inquiry Questions:**

**Revise:** Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

**Revise:** What is the importance of play in the development of oral communication and social communication skills.

**Relevance and Application:**

**Revise:** Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

**Nature Of:**

**Revise:** Excellent guides for schools and districts. These questions are excellent examples of how states should be guiding k12 education. High performing nations around the world rely on guidance like this. The CCSS, though and excellent guide for schools and curriculum, are an overreach when adopted as standards.

**GLE: 2. Communication relies on effective verbal and nonverbal skills**

(From PGC Feedback) **Revise:** This should be the level of granularity of a state standard.

**Revise:** This should be the level of granularity of a state standard.

**Evidence Outcome:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (CCSS: SL.K.1)

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
- Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)

**Remove:** Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** 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. (CCSS: SL.K.2)

**Remove:** Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

**Evidence Outcome:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)

**Remove:** Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing
state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Listen with comprehension to follow two-step directions.

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Evidence Outcome: Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)

Remove: Detail at this level is unnecessary for official state standards. Standards beyond the PGC are superfluous, difficult to test, burdensome for schools and teachers, and violate norms for high performing state/national education systems. Standards that are this granular can become guidance for schools and districts rather than tested standards. Rather, the PGCs should provide the broad application for state standards with GLEs as the finest level of official requirement.

Inquiry Questions:

Comment: This is excellent. Thank you

Nature Of:

Comment: This is exactly what we need. Thank you.

Standard: 2. Reading for All Purposes

GLE: 1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

Relevance and Application:

Revise: Add - listening comprehension skills provide a solid foundation for reading comprehension.

Standard: 3. Writing and Composition

GLE: 1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

Revise: I’m not even sure what this means.

Comment: We should add the who, what, where (second grade GLE 1.g has characters), yet this is missing fro 1st and kindergarten in the writing standards

Evidence Outcome: 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...). (CCSS: W.K.1)

Comment: teaching handwriting should be part of the preparation for global life; students won't always have access to a tech device if they live in different areas of the world and should be able to have the basic skill of clarity at hand to communicate without voice. Handwriting is pretty easy to teach and once you have the skill, you have it and don’t have to worry about it anymore.

Revise: I like the use of the phrase, drawing, dictating, and writing because it gives flexibility to meet a child where they are developmentally. However, in order to provide the level of support required for students to perform this task regularly, we need smaller class sizes or more aides. Many children still struggle with letter formation at this age. Expecting them to write a lot before they are ready may lead to bad habits.
Evidence Outcome: 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. (CCSS: W.K.3)

Revise: Put a period after the word occurred and be done with it.

Remove: Consider removing the end of the sentence "and provide a reaction to what happened."

Revise: In addition to A, B, and C, and as a precursor to the 1st grade writing standard "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. (CCSS: W.1.3)"... And to place importance and understanding of the need for solid oral language skills prior to the acquisition of the writing process - Student will create oral narratives (personal and/or literary) including an introduction, at least 2 relevant events or details, and a closing. I think it is critical to place importance and understanding on explicitly teaching oral language skills, as solid oral language skills are a critical, research based underpinning to written language development. Additionally, since preschool and kindergarten are not required in the state - I think it is also important for this to be reflected in the 1st grade standards as well.

Revise: add in writing/telling realistic fiction

GLE: 2. Appropriate mechanics and conventions are used to create simple texts

(PGC Feedback) Revise: Effectively communicate ideas through drawing, writing, or dictating.

Remove: Understanding and use of punctuation is not needed at the kindergarten level. Some children are still mastering letters, words ideas. As a parent, I saw my daughter's creativity and love for telling a story stifled by too much emphasis on mechanics.

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)

• Print many upper- and lowercase letters. (CCSS: L.K.1a)
• Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
• Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)
• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS: L.K.1d)
• Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS: L.K.1e)
• Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
• Use proper spacing between words
• Write left to right and top to bottom
• Use appropriate pencil grip

Comment: "Print many upper and lower case letters" too vague. What is the grade level expectation? Is it 15? 20? Are reversals developmentally appropriate and ok? "Appropriate Pencil grip" what is considered appropriate? This is in kinder and first grade..please clarify... Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS: L.K.1c)***Either make this an Oral Standard or turn it in to a Writing Standard.

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)

• Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
• Recognize and name end punctuation. (CCSS: L.K.2b)
• Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
• Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Remove: See previous comments - not developmentally appropriate for kindergarten.

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)

• Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
• Recognize and name end punctuation. (CCSS: L.K.2b)
• Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
• Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

Comment: Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
Does this mean accurately?? Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d) What does simple words mean, CVC? Sight Words? Which ones? Capitalize the first word in a sentence *** this is in first grade too

Inquiry Questions:
Remove: Save the mechanics for first grade. In kindergarten, children should be drawing, writing, talking, labeling to express themselves. The "rules" should come after confidence in expression is established.

Nature Of:
Remove: See previous comments about writing mechanics - not necessary to teach in kindergarten.

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**Reading, Writing and Communicating Preschool**

**Standard: 1. Oral Expression and Listening**

GLE: 1. Conceptual understanding conveyed through vocabulary words can occur using a variety of modalities

Evidence Outcome: Begin to understand that everyday words such as "cold" relate to extended vocabulary words such as "chilly"

Comment: I believe this standard is very important for writing in the future. If a child has descriptive language they can become descriptive writers.

Inquiry Questions:
Comment: These questions are useful because they help the teacher start the conversation with their students. So many preschool teachers understand the standards but don’t know where to take it from there.

Relevance and Application:
Comment: What is electronic mapping? I had heard that dual language learners standards would be embedded in the new standards. Am I missing this somehow?

**Standard: 2. Reading for All Purposes**

GLE: 1. Print conveys meaning

Evidence Outcome: Recognize print in the environment

Comment: Environmental print is so important because so much of what is read will eventually be automatic and not sounded out. A preschooler can gain confidence in their ability to read by building reading vocabulary from their natural environment without the intimidation that comes from structured learning.

Inquiry Questions:
Comment: #3 is important because when counting the words you are also teaching the direction for reading. #4 is also a useful tool for teaching reading confidence. Reading a picture helps a student learn how to look for information from a book. I use this method for assessment.

**Standard: 3. Writing and Composition**

GLE: 1. Pictures express ideas

Evidence Outcome: Use shapes, letter-like symbols, and letters to represent words or ideas

Move: GLE1c in Preschool aligns with GLE2a in Kindergarten. Please align.
Standard: 4. Research and Reasoning

GLE: 1. Relevant information is different from non-relevant information

*(PGC Feedback) Comment:* This comment applies to the P-12 Research and Reasoning strand. It is critical that we leave this strand in tact. Quality reasoning is at the core of a society that thinks in a rationale, fair-minded way. Teaching students to think well deserves this type of attention and focus. Embedding inferential skills into standards like that of the Common Core are a good effort, but they are not a replacement for teaching students to reason with a disciplined process that explicitly names this scaffolding for the evaluation and analysis skills. This strand, since written, continues to deserve the attention of Colorado educators.