As part of the review and revision of the Colorado Academic Standards (CAS), the Colorado Department of Education invited the public to review and give feedback to proposed revisions to the CAS. These public comments, suggestions, and indications of approval were collected through an online feedback system that was open from October 16, 2017 through December 4, 2017. Below is the public feedback submitted for Reading, Writing and Communicating. Only those parts of the standards (Prepared Graduate Statements, Grade Level Expectations, Evidence Outcomes, etc.) that received feedback are listed below, and as such, some PGs/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](http://www.cde.state.co.us/standardsandinstruction).

Reading, Writing and Communicating Prepared Graduate Statements

PG: 1. Collaborate effectively as group members or leaders who listen actively, respectfully, pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective.

- Agree: (no comment)
- Disagree: How does a teacher measure any of these statements---respectfully, thoughtfully, etc are all subjective
- Agree: (no comment)
- Agree: (no comment)
- Agree: Improvement in clarity is appreciated.
- Disagree: This is a very subjective standard. How can teachers measure this?
- Agree: (no comment)
- Agree: (no comment)
- Agree: (no comment)
- Agree: (no comment)

Comment: I believe "or" should be "and" when describing leaders and group members.

- Agree: (no comment)

Comment: Every one of these "Prepared Graduate Statements" lacks cohesion with the grade level skills and teaching expectations. Likewise, without state-level oversight in assessing a teachers grasp of pedagogy, practice, and child development, rather than the current subject matter only exams, there is no mechanism in place to ensure teachers have a mastery of the professional knowledge needed to implement these objectives, aka PGS. Compounding this problem is the glaring fact the even the rule regarding data collection and review of "approved teaching programs" has been rolled back. This 1st PGS is anchored in the educator having a robust professional toolkit rich in strategies of how to build critical thinking skills in children and how to go about fostering a learning environment which is conducive to student collaboration. Along with these professional skills, is the essential requirement of having access to a "curriculum" that would support a spiral learning goal focused on the building and tracking of specific character skills -toler-
Online Feedback
Reading, Writing and Communicating Prepared Graduate

ance and acceptance in students. Preferably, such "curriculum" would have built-in tools both for formative assessment and instructional reflection; thus guiding both student and educator. Especially so, given the nature of difficulty in measuring the growth of character skills at any level of development. How do we know which schools or districts are achieving this PGS, or what level of learning equity is being achieved? Moreover, how are teachers going to be able to meet, or improve their skills, especially, if they never receive the professional training required to begin with? You are effectively asking teachers to replicate an Albrecht Duer painting with a box of Crayola watercolors.

Neutral: Change the category name "Oral Expression and Listening" to "Speaking and Listening." They mean the same thing, and the second is less wordy and pretentious. Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

Comment: How are we expected to assess this? IE "thoughtful questions". What is "thoughtful"?

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Disagree: Students should be able to listen actively AND respectfully

Agree: (no comment)

Disagree: This standard is more like a character education focus rather than an academic standard, and it has too many components to be taught for mastery.

Agree: (no comment)

Comment: Should there be differentiation between leadership and acting as a general team member? Or would that be forcing students who are not comfortable leading a group into bad situation for them?

Neutral: This is great to think about, but I am unsure it can truly be obtained by every graduate

Agree: (no comment)

Agree: (no comment)

PG: 2. Deliver effective oral presentations for diverse audiences and varied purposes.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: Revise all knowledge domains to require that the SOL shall provide competency based learning to provide a meaningful and engaging education for both college bound students and non-college bound students. Examples of competency based education are listed below: http://nursingworld.org/nursingcompetencies https://www.cdc.gov/ncbddd/fasd/curriculum/FASDguide_web.pdf http://www.mpa.unc.edu/competency-based-curriculum Mathematics for the Trades: A Guided Approach, 10th Edition Auth. Saunders and Carman Schools should work with local businesses to better incorporate what they need in the instructional materials. School districts should not have the idea that they can ignore teaching to students who are not college bound. Benefit – Provides examples for the uninterested student on the applicability of the knowledge taught to future work Student may not otherwise see the relevance of the subject to their future. Student may find abstract presentation dry and boring Smooth’s the school to workforce transition for students not attending college.
Disagree: "Effective" is evaluative and does not enhance understanding of the expectation. A potential suggestion is: Flexible delivery of oral presentations adapted to a specific audience and purpose.

Agree: Will there be more description/examples given with this standard? It is important to address specific types of oral presentations that should be focused on (informative, persuasive, etc.).

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Neutral: Please define, mode or modes of delivery, measurement of effectiveness, and classification of diversity in audiences. There is no systems thinking evident in the structure or classification of these Reading, Writing, and Communication PGS. Consider using a classification of competencies that is more widely accepted and familiar. Suggestion:

Agree: Change the category name "Oral Expression and Listening" to "Speaking and Listening." They mean the same thing, and the second is less wordy and pretentious.

Comment: Can the phrase "diverse audience" be reconsidered? We can vary the purpose for speaking and require presentations but we are unsure how we would change the audience much.

Agree: (no comment)
Agree: (no comment)
Neutral: (no comment)

Disagree: Oral, what the heck are we talking about the mouth? This doesn’t make sense and will confuse younger children(k-5).

Disagree: (no comment)

Disagree: What does effective oral presentation mean? Are there criteria or do teachers decide?

Agree: (no comment)
Agree: (no comment)

Neutral: Again, a great idea, but I am not sure every graduate can achieve this, nor should they be expected to achieve this.

Neutral: It is difficult to arrange authentic "diverse audiences" without contrivance. The overall idea is good, and presentations are necessary, but implementation would be difficult. Is there a way to phrase the standard either to give some indication of what is meant by "diverse audiences" or to remove it?

Agree: (no comment)

PG: 3. Read a wide range of literary texts to build knowledge and better understand the human experience.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Agree: This needs to be more specific, but I generally agree with this idea.

Neutral: Understanding the human experience is beyond the scope of a young person. It could be argued that this is a lifetime task that can not be completed. I would suggest: "...to expand knowledge and integrate varieties of the human experience."
Neutral: Please define what is meant by a "wide range" of literary texts and what type—ie global, national, or other classifiers of worldview denoting the "human experience" is being sought.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Disagree: (no comment)
Neutral: (no comment)
Agree: As long as they are not too confusing!
Disagree: (no comment)
Agree: We need a focus on multi-cultural literature.
Agree: (no comment)
Comment: As it becomes more difficult for children with learning differences to obtain proper accommodations, and schools continue to refuse to acknowledge dyslexia and dysgraphia as learning differences / disabilities, I would like to know what will be done to support all students in reaching graduation goals.

Agree: How is "literary" defined? I like the openness and ability to interpret.
Agree: (no comment)

PG: 4. Read a wide range of informational texts to build knowledge and better understand the human experience.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: Again, this needs to be more specific.
Neutral: Understanding the human experience is beyond the scope of a young person. It could be argued that this is a life time task that can not be completed. I would suggest: "...to expand knowledge and integrate varieties of the human experience."
Agree: (no comment)
Comment: While I think it makes sense to have "better understand the human experience for literature (I'm not aware of any literature that does not involve the human experience), I don't think the same can be said about informational texts, unless the expectation is to only use informational texts that involve people.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Neutral: So, what definition is being used to denote the difference between the two type of text, i.e literary and informational, a lack of clarity in the meaning of terms leads to a fallacy of equity and the subjective governance of the schools charged with achievement.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Neutral: (no comment)

Agree: Same as the last one but I still agree.

Disagree: (no comment)

Agree: We need a focus on multi-cultural perspectives.

Neutral: (no comment)

Agree: (no comment)

Comment: As it becomes more difficult for children with learning differences to obtain proper accommodations, and schools continue to refuse to acknowledge dyslexia and dysgraphia as learning differences / disabilities, I would like to know what will be done to support all students in reaching graduation goals.

Agree: (no comment)

Neutral: How is this different or builds on the informational texts they will be reading in other classes? If all teachers in all disciplines are responsible for helping students make sense of what they read, students are reading informational texts in science, social studies, informational sciences (computer applications), woodshop, autoshop, catering, health, and other areas. What should ELA teachers be doing differently than these others with informational texts?

PG: 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Agree: (no comment)

Neutral: very subjective

Agree: (no comment)

Agree: (no comment)

Neutral: This seems like a lot to put into one standard. Again, are you going to provide specific examples for the teachers to follow? This can be subjective, and will cause a wide range of strategies to be employed by teachers in order to achieve this goal. It will also be somewhat difficult for teachers to assess.

Agree: (no comment)

Agree: (no comment)

Agree: different contexts, command a variety of word-learning. -Change to - different contexts, has good command of a variety...

Comment: Disregard comment

Neutral: (no comment)

Agree: (no comment)

Agree: "command a variety of word-learning strategies to assist comprehension" should be part of a separate standard as it works towards a different goal than the various functions of language.

Agree: (no comment)
**Agree:** (no comment)

**Disagree:** What is the actual understanding of language being sought; developmental, pragmatic, interpersonal? This goal lacks clarity. How is the state going to measure progress when they haven’t even given a concentration to focus on, any one of the areas listed is vast and well beyond the scope of a K-12 education. -------- Who is being tasked with the "commanding?" I assume it is the student, but it isn’t clear? What is meant by word strategies? Which ones, how many, some examples would be useful? Likewise, where are the students, if it is indeed the students being asked to command such strategies, expected to obtain such knowledge if their teachers' "command" has never been uniformly assessed. The state must do more to guarantee its staff’s professional knowledge, the lack of leadership borders on negligence. Moreover, is it reasonable for the state to expect the students to master a competency when they have not provided the leadership required from their staff? Nor, has the state given the schools or districts any guidance in knowing which teachers to hire. How are principals, superintendents, or school boards to determine which teacher has the adequate professional knowledge of "word strategies?" ------ What constitutes an "effective choice"? What are the attributes of style or meaning being sought? Lumping together writing and oral is a nothing short of negligence. Verbal and written are very different skill sets, and zero determiners are being offered. Are we talking grammar, mechanics, spelling? Or is the PGS focused on research? Or maybe, the state wants students to be able to produce a variety of documents - including stories, reports, summaries, descriptions, poems, and letters- with a coherent structure and storyline? Yes, that last statement is an actual "big idea" capable of guiding instruction. It is both clear and informative without being overly prescriptive. Are speeches being included in this PGS? How about oral skills related to reading fiction and poetry out loud, is this covered in this PGS? Will students be expected to have a command of sayings and phrases? If so, how will they grasp such a "command" without the conscious implementation of supporting curriculum? Has any thought been given to where the teachers are expected to obtain curricular resources to assist their students in developing this PGS? Clear expectations allow teachers to focus on their students and utilize their individuality to enrich student learning. These PGSs, are so vague and can go in so many directions; thus making it nearly impossible for principals to offer any professional development for their staff.

**Disagree:** 5. This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** (no comment)

**Disagree:** (no comment)

**Disagree:** We should separate the skill of using context clues for comprehension and using word choice strategies while writing and speaking.

**Agree:** (no comment)

**Agree:** Extremely critical in appropriate in the using, reading, writing and communicating language.

**Comment:** As schools continue to disregard orton gillingham methods of teaching reading and spelling which would benefit all students including those with dyslexia, I would like to know how the State intends to support students with dyslexia in achieving this goal. Until teachers are trained in orton gillingham methods of teaching, one in five students will continue to be unnecessarily left behind.
Disagree: Would reword. "Understand how language functions in different contexts, INCLUDING having command of word-learning strategies to assist comprehension and making effective choices for meaning or style when writing or speaking."
Agree: (no comment)
Agree: (no comment)


Disagree: Writers of argumentative texts not only use argumentative techniques and structures, but they also use a blend of narrative and informational techniques and structures to best suit the genre and convey ideas and engage readers.
Disagree: Writers of argumentative texts not only use argumentative techniques and structures, but they also use a blend of narrative and informational techniques and structures to best suit the genre and convey ideas and engage readers.
Comment: I would saw craft opinions on a topic and argue your side of the opinion.
Agree: (no comment)
Agree: (no comment)
Agree: Is this a writing or oral presentation standard?
Neutral: It is important that style match audience as well. "...techniques specific to audience and genre."
Disagree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Neutral: Add the expectation for appropriate tone, determined by genre?
Agree: (no comment)

Disagree: What type of arguments oral or written? Or is this another case of both being lumped together? Are we looking for a student to merely be able to "craft" an argument, or defend it as well? Ideally, students need to be able to do both. What about evaluating the strength of an argument, or the types of arguments? Are we looking for students to be able to construct arguments based on univariate data? Shouldn't such instruction include a fundamental and developmentally appropriate understanding of the principals of conflicts and instruction in logic -ie common fallacies of logic- and the responsibility for ethical use rhetoric (Quintilianus) or persuasion? Does this include the basic elements of a written agreement and cover the use of hedges and rebuttals? Features of Arguments: Claims and counterclaims Logos, ethos, pathos Use of words to indicate premise and conclusion Nonargumentative uses of language Importance of clarity >cough< Rational acceptance Evaluating arguments: Guidelines Evaluate effective reasoning Audience opposition Then there is the language of an argument to consider: Literal Language The role of language in persuasion The importance of precise language Identifying inferences Emotive or emotion-based language use Connotation and denotation Semantics and syntax Categorical statement (such as this PGS)
Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher's informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.
PG: 7. Craft informational/explanatory texts using techniques specific to the genre.

Disagree: Writers of informational texts not only use informational techniques and structures, but they also use a blend of narrative and argumentative techniques and structures to best suit the genre and convey ideas and engage readers.

Agree: (no comment)

Neutral: (no comment)

Agree: Be more specific. What type of informational/explanatory text?

Neutral: Add audience, as there are numerous types of informational and explanatory genres specific to audience. Examples: computer building, bicycle repair, writing an essay, social reform, political critique, revision of standards, etc.

Disagree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: Define what is meant by "crafting." I would assume this would mean in writing, especially given the word text, but there is such a lack of specificity and clarity in the other PGSs that I question the validity of making such an assumption. Provide examples of the types and elements of the informational texts. My additional assumption is that your goal is that of an essay. If so, then clearly state the elements of organization or other features you are seeking. Not that it will matter much, because like many of the other pie-in-the-sky PGSs, without the state backbone ensuring all teachers are equipped with the tools and professional knowledge required to teach writing there is little chance of achieving this goal. Teaching a student to write requires that a teacher have the professional knowledge of: How to create rubrics Writing useful essay prompts (including what constitutes a valid essay prompt) Assessing student writing Designing learning activities specific to developmental stages ESL writing strategies How children learn to write and the flags which signal SLDs Process, environment, curriculum, feedback More importantly, none of these professional pedagogical skills happens through osmosis, and no assurances of student learning equity, until the state takes a conscious a mindful approach to what criteria must be met to qualify for teaching licensure in the State of Colorado.

Agree: (no comment)

Neutral: (no comment)
PG: 8. Craft narratives using techniques specific to the genre.

Disagree: Narrative writers not only use narrative techniques and structures, but they also use a blend of informational and argumentative techniques and structures to create realistic characters, tension, and change, conveying and developing an idea, lesson, or theme.

Agree: (no comment)
Neutral: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: Again, be more specific. There are many types of narrative writing.
Neutral: Add audience. Even within these genres structures change based on audience. Examples: historical fiction, mystery, memoir, biography, romance, science fiction, fantasy, thriller, horror, action, adventure, war, military conquest, mental illness, etc.

Disagree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Comment: Define what is meant by "crafting". I would assume this would mean in writing, but there is such a lack of specificity and clarity that I question the validity of making such an assumption. Provide examples of the types and elements of the narratives.
Agree: (no comment)
Neutral: (no comment)
Neutral: (no comment)
Neutral: (no comment)
Agree: Same as the last one but i still agree!
Disagree: (no comment)
Agree: What techniques?
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

PG: 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free finished products.

Agree: (no comment)
Disagree: error-free is not possible for every student
Agree: (no comment)
Disagree: The term "error-free" implies perfection. Instead, we could use the term "correct" or leave the wording "appropriate" for grade level expectations.
Neutral: This is great in theory--in practice, this is general and somewhat difficult to measure as both an educator and a student. "Mastery" is a difficult term to define in the education field, and would need specific guidelines and a clear definition for this to be effective in the classroom.
Disagree: Disagree "with their own writing process". Developmentally young people are enamored with the appeal of their own writing without relating it to standards in a genre or expected in a career. As published authors bend established categories of "error", it is important for young people to write effectively in current time and in a changing pool of amendments to "error". Suggested change: Demonstrate mastery of a writing process that produces clear, coherent, thoughtful, grammatical, and deliberate finished products.
Agree: (no comment)
Comment: For consistency, remove "their" and revise to say "Demonstrate mastery of the writing process..."
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
Comment: If you are seeking written mastery in this PGS then why is it being haphazardly implied in PGS number # 5. And for the love of Pete, please define what constitutes "written mastery." Because at this stage of the game, even I don't have a clue. Separate oral from written goals, please!
Neutral: Demonstrate mastery of the writing process with clear, coherent, and error-free finished products.
Agree: (no comment)
Agree: (no comment)
Disagree: (no comment)
Disagree: (no comment)
Neutral: Not everyone is perfect so our writing can't always be either.
Agree: (no comment)
Agree: (no comment)
Agree: Using appropriate conventions per grade level.
Comment: In order to achieve this goal, more needs to be done to provide accommodations for dysgraphic students in the classroom. First of all, their disabilities need to be recognized, which currently, they are not, but then they need to be provided with keyboarding lessons so that they can use a keyboard rather than having to handwrite in the classroom.
Agree: (no comment)
Agree: (no comment)
Comment: I'd consider substituting "polished" for "error-free" here.

PG: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Agree: (no comment)
Disagree: very challenging statements which again can be subjective
Agree: (no comment)
Disagree: The phrase use "Use it ethically" should be expanded upon, perhaps, "Use information accurately, and without bias," or something to that effect.
Neutral: Some generalities here that need to be addressed: what is a "complex" question? What does it mean to be "ethical" according to this standard? What does a "variety" of sources look like: multiple books, multimedia, different types of mediums?
Agree: (no comment)
Disagree: Revise SOL so that critical thinking requires students to always frame their analysis so that a proposition can be confirmed or falsified. Require the Standards of Learning to teach only a valid methodology for establishing the truth or falsity of a proposition; i.e. a valid epistemology. Revise guidelines for critical thinking to provide a requirement that any idea tested should be framed so that it can be falsified. We should have a "competency based learning" model. For instance, we can apply this requirement to the guidelines for nutrition. The Mediterranean diet is now suggested as the best diet model to follow. One should test whether the data gathered considered whether the researchers took into account the Greek Orthodox Church dietary restrictions into a test of nutrition guidelines. https://plato.stanford.edu/entries/popper/ https://plato.stanford.edu/entries/epistemology/ http://www.complete-review.com/reviews/sokala/beyond.htm Beyond the Hoax discusses some of the issues in what constitutes a valid framework of epistemology. It refutes a number of the claims of various "so-called scientists" who attempt to specify a sociology of knowledge. https://www.ncbi.nlm.nih.gov/pubmed/15333159 http://www.ab-bamoses.com/fasting.html According to the fasting rules 2 x 46 weeks, Greek Orthodox have 96 days with restricted intake of certain foods on Wednesday and Friday. During the six weeks of Lent, they have even more dietary restrictions. Thus Greek Orthodox have 96 days plus 42 = 138 days with significant dietary restrictions. A naïve regression only on the food eaten is an incorrect analysis because it ignores other important variables. "Notable & Quotable: Science for Feminists: 'I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science.'" From the abstract of a paper in the scholarly journal Catalyst: I argue that those of us who have left the Sciences proper and moved to feminist studies spaces have continued to do science through our teaching. In a moment when the impulse to do real science is palpitating in our feminist hearts, I suggest that we critically examine the political stakes of our affective attachments and detachments from s/Science(s). I consider what it means to be attached to a Science that earned its epistemic authority through its co-constitution with colonization and slavery. . . . I offer critical science literacy as a practice that can directly challenge the epistemic authority of Science and
be read as “doing science” or more broadly as “rewriting knowledge.” Appeared in the October 27, 2017, print edition as 'Notable & Quotable.' The Wall Street Journal https://www.wsj.com/articles/notable-quotable-science-for-feminists-1509059119

Agree: (no comment)

Neutral: This has a lot of information in one. The ethical use is important but it seems as though it has been "shoved" in there.

Agree: (no comment)

Agree: (no comment)

Agree: Should you at something about citations in here or is that included under the ethical use?

Agree: (no comment)

Agree: (no comment)

Agree: This is about the only PGS offering any real guidance and specificity. I implore you to seek out the individual(s) who crafted statement #10, for their assistance in rewriting PGSs statements 6, 7, and 8. My only request in PGS #10 would be for some examples of "complex questions" (either by embedding a link to examples in the statement or in the PGS itself). And, perhaps provide some clarity of what constitutes "ethical use," given the absence of ethics in leadership shown in the other statements.

Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

Agree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Agree: (no comment)

Disagree: (no comment)

Agree: As long as we don’t copy write!

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Reading, Writing and Communicating Preschool

Standard: 1. Oral Expression and Listening

GLE: 1. Children comprehend and understand the English language (Receptive Language).

Comment: I don’t understand the need for the word "English" in this standard.

Agree: (no comment)

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.
Evidence Outcome: Attend to language during conversations, songs, stories, or other learning experiences

Disagree: Suggestion - Follow conversations, songs, stories, or other learning experiences

Comment: The inclusion of songs in this list lowers the expectation greatly: most 3 year olds attend to songs. Stories would be a better context in which to prepare students for kindergarten

Evidence Outcome: Comprehend increasingly complex and varied vocabulary.

Agree: (no comment)

Evidence Outcome: Follow two- to three-step directions

Comment: Very broad - 2-3 step "routine" directions, 2-3 step "novel" directions?

Disagree: As an educator who works with children with special needs, I would like to see a follow 1 step direction option in addition to having an option for 2-3 step directions.

Disagree: Comment - If the Kindergarten expectation is following 2 directions, preschoolers ought not be expected to follow 3. Suggestion - Follow one to two step directions

Supportive Teaching Practices/Adults May:

Disagree: 1. Comment - Simplify. Suggestion - Create opportunities for children to recognize and use precise vocabulary that relates to math, science, art, and social experiences. 2. Comment - Simplify Suggestion - Frequently read books with rich descriptive vocabulary to extend children's understanding of the meaning of new words. 4. Comment - Mistake Suggestion - expose them to many cultures.

Examples of Learning/Children May:

Agree: (no comment)

Agree: This is a nice inclusion, particularly in the inclusion of a communication board which supports children with language delays or who are learning English as a second language

GLE: 2. Children use language to convey thoughts and feelings (Expressive Language).

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Participate in conversations of more than three exchanges with peers and adults.

Agree: (no comment)

Evidence Outcome: Use language to express ideas and needs.

Comment: I think that the word 'clearly' should be embedded as it is extremely important for the child's intelligibility to be worked on as well if needed.

Agree: (no comment)

Evidence Outcome: Use increasingly complex and varied vocabulary.

Agree: (no comment)

Evidence Outcome: Understand the difference between a question and a statement.

Agree: (no comment)

Evidence Outcome: Practice asking questions and making statements.

Agree: (no comment)

Evidence Outcome: Speak in sentences of five or six words.

Agree: (no comment)

Agree: May want to add "with few errors" since five year olds still make morphological and semantic errors (like "I falled down")
Supportive Teaching Practices/Adults May:
Agree: (no comment)

Examples of Learning/Children May:
Agree: (no comment)

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

**GLE: 2. Phonological awareness is the building block for understanding language**

(PG Feedback) Disagree: 5. This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

**Standard: 3. Writing and Composition**

**GLE: 1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

**Standard: 4. Research Inquiry and Design**

**GLE: 1. Begin research by asking a question to identify and define a problem and its possible solutions.**

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don’t help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

**Reading, Writing and Communicating Kindergarten**

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

**GLE: 1. Verbal and nonverbal language is used to communicate.**

Agree: (no comment)

Agree: (no comment)

Disagree: There is no EO explicitly about nonverbal language. Can we add something?

Agree: (no comment)

(PG Feedback) Agree:
(PG Feedback) **Disagree**: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

(PG Feedback) **Agree**: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

### 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)

**Agree**: (no comment)

**Agree**: (no comment)

**Agree**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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)

**Agree**: (no comment)

**Agree**: (no comment)

**Agree**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

**Agree**: (no comment)

**Agree**: (no comment)

**Disagree**: I have always wondered why it says "ask and answer" and not just "ask questions in order to seek help..." I'd like that part removed.

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

**Comment**: This skill in this standard is the same from Kinder to First, I am wondering why there is no progression in the skill?

**Agree**: (no comment)

**Agree**: (no comment)

**Disagree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Suggestion - Remove it. Otherwise, Listen to and follow two-step directions

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

**Agree**: (no comment)

**Agree**: (no comment)

**Agree**: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Agree: (no comment)
Agree: I love these Essential Questions!

Essential Reasoning Skills:
Agree: (no comment)
Disagree: I totally disagree with this statement. A person's quality of thinking is not dependent upon someone else.

Colorado Essential Skills:
Agree: (no comment)
Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives

Disagree: -Aren't these comparable to PGs or GLE’s? What is the difference (I understand their purpose per the explanation provided)? -EO’s and CES’ do not seem aligned-they are aiming at very different things (e.g. writing conventions and social/emotional skills) -EO’s and CES’, especially K-5, have a great disconnect in cognitive demand and transfer. The CES’ are significantly higher in their level and performance expectations.

GLE: 2. Oral communication skills are built within a language-rich environment.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

Agree: (no comment)
Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

Agree: (no comment)
Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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)

Agree: (no comment)
Disagree: Why is sorting included in math, science, and RWC? Seems like overkill!
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

Agree: (no comment)
Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

Agree: (no comment)
Neutral: Italicize "colorful" if that is the word that you're trying to use as an example.
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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)

Agree: (no comment)
Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Disagree: The current standards that must be met by kindergartners is already so rigorous. To add more depth to the expectations will certainly take more joy from this important formative learning year.

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

Agree: (no comment)

Disagree: What does "express" mean here? Use them in everyday speech? How can we assess that? Please clarify.
Online Feedback  Reading, Writing and Communicating Kindergarten

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Redundant. This is already sufficiently covered in L.K.5.a-d. Suggestion - Remove it.

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

Agree: (no comment)
Neutral: Just use it in conversation since this is an oral expression standard? Please elaborate.
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Redundant. This is already sufficiently covered in L.K.4 & 6. Suggestion - Remove it.

Essential Questions:

Agree: (no comment)
Disagree: 1. Comment - Eliminate redundancy. Suggestion - Why is it important to learn new words? 2. Comment - Simplify. Suggestion - Why is important to speak clearly and use words the person understands?

Essential Reasoning Skills:

Agree: (no comment)
Disagree: This is not kindergarten appropriate.
Comment: While these are labeled as “These skills develop critical thinking, building awareness to multiple perspectives, and engage students in "thinking about their thinking" and to consider their own attitudes, beliefs, and biases on issues,” I am struggling to see the connection to this GLE and/or the EO's. Were these just plopped in or purposely connected to this chosen area?

Colorado Essential Skills:

Agree: (no comment)
Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential

Standard: 2. Reading for All Purposes

GLE: 1. A concept of print and comprehension of literary texts are the beginning traits of readers.

Disagree: I don't see any reference to concepts of print in these standards, and thus would take out that reference to this expectation, knowing that it is and should be explicitly referenced in the RFS.
Comment: Too wordy

(PG Feedback) Disagree: Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.
(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12
Evidence Outcome: Use Key Ideas and Details to:

With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)

With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)

With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Craft and Structure to:

Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Integration of Knowledge and Ideas to:

With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: There is little/no alignment between these essential questions and the standards. For instance, asking students what words describe the main character is a great practice, but it is not what the standards call for in K. Similarly, making predictions is a great strategy, but it does not tie explicitly to the expectations of the standards. Suggest revising these questions to lead towards standards-based outcomes OR eliminating them.

Disagree: #3 This is not an essential question but rather one that is value laden with the word "good." Why would we ask a student if a title is good? What might be a way to elevate this question and student thinking?
GLE: 2. A concept of print and comprehension of informational texts are the beginning traits of readers.

Disagree: I don’t see any reference to concepts of print in these standards, and thus would take out that reference to this expectation, knowing that it is and should be explicitly referenced in the RFS.

Comment: Clarify

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

### Evidence Outcome: Use Key Ideas and Details to:

With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)

- With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Craft and Structure to:

With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)

Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Integration of Knowledge and Ideas to:

With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)

With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)

With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Colorado Essential Skills:

Disagree: Feedback for all but especially for #3: -Aren’t these comparable to PGs or GLE’s? What is the difference (I understand their purpose per the explanation provided)? -EO’s and CES’ do not seem aligned - they are aiming at very different things (e.g. writing conventions and social/emotional skills) - EO’s and CES’, especially K-5, have a great disconnect in cognitive demand and transfer. The CES’ are significantly higher in their level and performance expectations.

GLE: 3 Reading includes the foundational skills of decoding; symbol, object, and letter recognition; and understanding vocal manipulations to produce words and meaning.

Disagree: This should also reference the development of concepts of print.

Agree: (no comment)

Disagree: I’m very disappointed to not see phonemic awareness called out as its own GLE. Also, please define symbol and object.

(PG Feedback) Disagree: 5. This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

(PG Feedback) Agree: + Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

### Evidence Outcome: Demonstrate understanding of the organization and basic features of print.
(CCSS: RF.K.1)

Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)

Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)

Understand that words are separated by spaces in print. (CCSS: RF.K.1c)

Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
(CCSS: RF.K.2)

Recognize and produce rhyming words. (CCSS: RF.K.2a)

Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)

Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)

<li> Identify phonemes for letters. </li>   </ul>

Agree: (no comment)
**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 6 is sufficiently covered in CCSS.RF.K.3.a. Suggestion - Delete it.

#### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K3)

Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)

- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)
- Read common high-frequency words by sight (for example: the, of, to, you, she, my, is, are, do, does). (CCSS: RF.K.3c)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)

**Agree:** Please specify that the long sound is only made by a single vowel in an open syllable (for example he, go, etc.) and not with a VCe or vowel team pattern. I have seen kindergarten teachers trying to teach VCe and/or vowel team because the standard said to teach the long vowel sounds.

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)

- Identify new meanings for familiar words and apply them accurately (for example: knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)
- Use the most frequently occurring inflections and affixes (for example, -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)

**Disagree:** Affixes are unrealistic for most kindergarteners to understand. If this is in the standards, teachers may teach this because it will show up on assessments that are used for Standard 6 of the teacher evaluation. Teachers might then rush through other more developmentally appropriate objectives which is not in the best interest of students.

**Neutral:** Not so sure that prefixes and affixes are Kindergarten level material. Very difficult to explain and to assess with a 5 year old. More like First Grade material.

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Identify and manipulate sounds.

- Identify and create rhyming words
- Identify and create alliterations
- Identify words orally according to shared beginning or ending sounds
- Blend sounds orally to make one-syllable words
- Segment one-syllable words into sounds
- Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)
- Identify the initial, medial, and final phoneme (speech sound) of spoken words

**Agree:** (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 1 is sufficiently and almost identically covered in CCSS.RF.K.2.a. Suggestion - Use the CCSS. Comment - Bullet 2 is sufficiently covered by CCSS.RF.K.2.c. Suggestion - Use the CCSS. Comment - Bullet 3 is sufficiently covered by CCSS.RF.K.2.a. Suggestion - Delete it or use the CCSS. Comment - Bullet 4 is sufficiently covered in CCSS.RF.K.2.d & e. Suggestion - Delete it or use the CCSS. Comment - Bullet 5 is sufficiently covered in CCSS.RF.K.2.d. Suggestion - Delete it or use the CCSS. Comment - Bullet 6 is sufficiently covered in CCSS.RF.K.2.c. Suggestion - Delete it or use the CCSS. Comment - Bullet 7 is sufficiently covered in CCSS.RF.K.2.d. Suggestion - Delete it or use the CCSS.

Essential Questions:

Disagree: EQ’s: Your explanation...These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE. So, aren’t essential questions higher level? These are basic—even too basic for kinder.

Agree: What sound is left it you remove the "c" from cow?, for example. Isolate and manipulate sounds in words. Also pseudoword reading would be a great indicator of reading struggles in late Kindergarten.

Colorado Essential Skills:

Disagree: I do not see a direct connection between these and the standards on the left.

Disagree: -Aren’t these comparable to PGs or GLE’s? What is the difference (I understand their purpose per the explanation provided)? -EO’s and CES’ do not seem aligned—they are aiming at very different things (e.g. writing conventions and social/emotional skills) -EO’s and CES’ have a great disconnect in cognitive demand and transfer. The CES’ are significantly higher in their level and performance expectations.

Standard: 3. Writing and Composition

GLE: 1. Writers use a variety of text types and purposes, labels, and familiar words to communicate opinions and ideas.

Disagree: WK.10 appears to be missing and needs to be included!

Agree: (no comment)

Disagree: Comment - Keep it simple! Suggestion - Writers use words to communicate opinions and ideas.

(PG Feedback) Disagree: Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

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)

Disagree: The organization of the writing standards at both K and 5 works fine; however, it is different. Someone needs to look closely at the vertical alignment of the writing standards to ensure consistency.
Agree: (no comment)
Disagree: Remove "dictating".
Agree: (no comment)

Evidence Outcome: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)
Agree: (no comment)
Agree: (no comment)

GLE: 2. Writers use a variety of text types and purposes, labels, and familiar words to inform and explain.
Comment: Redundant
Disagree: Use and identify the CCSS.
(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)
Agree: (no comment)
Disagree: Remove "dictating".
Agree: (no comment)

Evidence Outcome: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)
Agree: (no comment)
Agree: (no comment)

GLE: 3. Writers use a variety of text types and purposes, labels, and familiar words to tell stories.
Comment: Redundant
Disagree: Use and identify the CCSS.
(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

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)
Agree: (no comment)
Disagree: So, do they write or not? If students are allowed to "dictate or draw" they will not be writing letters, using punctuation, or any of the other required skills to communicate in writing. This has long been
troublesome issue when assessing a student's writing. Students should be guided to communicate in simple, short, but full sentences.

**Agree:** (no comment)

**Evidence Outcome:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

**Agree:** (no comment)

**Agree:** (no comment)

**GLE:** 4. **Writers use appropriate mechanics and conventions to create simple texts.**

**Agree:** (no comment)

**Disagree:** Use and identify the CCSS.

**PG Feedback** **Agree:** +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### **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

**Disagree:** I am not sure that using the right pencil grip needs to be here.

**Disagree:** Print ALL letters. Kinders are not ready to use "es" at the end of appropriate words. That requires more sophisticated understanding of spelling than has been presented in Kindergarten where often, Kinders use emergent writing to communicate.

**Agree:** I usually think that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, the specificity of the last 3 bullets is necessary.

#### **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)

**Agree:** (no comment)
Agree: So, to do these things, "dictating" will not show mastery of standards.
Agree: (no comment)

Essential Questions:
Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed. Also, #1 & 2 are identical.
Disagree: Repetition...1 and 2

Standard: 4. Research Inquiry and Design

GLE: 1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

Comment: Unclear

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don’t help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

(PG Feedback) Agree: + Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Participate in shared research and writing projects. For example: explore a number of books by a favorite author and express opinions about them. (CCSS: W.K.7)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)

Disagree: Suggest looking closely at b-f for overlap with other areas of the CCSS, such as S&L and the RI standards. Eliminate those that overlap and sub-bullet those that don’t under either a or g.

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. Kindergarten has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. Kindergarten has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. Kindergarten has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Use a variety of resources to answer questions of interest through guided inquiry. For example: texts read aloud or viewed, direct observation.

Disagree: (no comment)
**Disagree:** This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. Kindergarten has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

**Evidence Outcome:** Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)

**Disagree:** (no comment)

**Disagree:** This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. Kindergarten has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

**Evidence Outcome:** With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)

**Agree:** (no comment)

**Agree:** (no comment)

**Colorado Essential Skills:**

**Agree:** These connect to the GLE and make sense unlike so many other CES' within these standards.

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### Reading, Writing and Communicating First Grade

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

**GLE:** 1. Verbal and nonverbal language is used to express and receive information.

**Agree:** (no comment)

**Agree:** (no comment)

**(PG Feedback) Disagree:** Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

**(PG Feedback) Agree:** + Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### Evidence Outcome: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CCSS: SL.1.1)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)

Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)

<table>
<thead>
<tr>
<th>Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no comment)</td>
</tr>
</tbody>
</table>

**Agree:** (no comment)

**Agree:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Change to large and small groups. - It reads more clearly this way.

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)

**Agree:** (no comment)

**Agree:** (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Agree: (no comment)

Disagree: 2. Comment - I don't understand what this question is asking. Do you mean "speaking out" without permission? Suggestion - Remove this question. It basically repeats questions 1 & 3. Otherwise - How can students ask for something without interrupting? 3. Why is it important for students to wait their turn before speaking?

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminating "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives Comment - Why doesn't this section have an "Essential Reasoning Skill?"

GLE: 2. Multiple strategies develop and expand oral vocabulary.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)

Agree: (no comment)
**Evidence Outcome: Produce complete sentences when appropriate to task and situation.** (CCSS: SL.1.6)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome: Give and follow simple two-step directions.**

**Disagree:** This skill in this standard is the same from Kinder to First, I am wondering why there is no progression in the skill?

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Suggestion - Remove it.

**Essential Questions:**

**Agree:** (no comment)

**Essential Reasoning Skills:**

**Disagree:** This is not 1st grade appropriate.

**Colorado Essential Skills:**

**Disagree:** Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren’t required to "educate" other students. Suggestion - Empower group members to realize their potential

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

**GLE: 1. Comprehension and fluent reading of literary texts are characteristics of beginning readers.**

**Agree:** Much better!

**(PG Feedback) Disagree:** Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

**(PG Feedback) Agree:** +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### Evidence Outcome: Use Key Ideas and Details to:

Ask and answer questions about key details in a text. (CCSS: RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)

Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)

Make predictions about what will happen in the text and explain whether they were confirmed or not and why

**Agree:** (no comment)
Agree: (no comment)

Neutral: I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullet 4 describes essential strategies that are probably worth citing explicitly.

### Evidence Outcome: Use Craft and Structure to:

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)

- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)
- Identify who is telling the story at various points in a text. (CCSS: RL.1.6)
- Follow and replicate patterns in predictable poems.

Agree: (no comment)

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently covered in CCSS.RF.1.4.b. Suggestion - Delete it or use the CCSS.

### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)

- Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard (a focus on characters is too narrow).

Essential Reasoning Skills:

Disagree: These do not appear to match the evidence outcomes.

GLE: 2. Comprehension and fluent reading of informational texts are characteristics of beginning readers.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

### Evidence Outcome: Use Key Ideas and Details to:

- Ask and answer questions about key details in a text. (CCSS: RI.1.1)
- Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)
Activate schema and background knowledge to construct meaning

Agree: (no comment)

Agree: (no comment)

Neutral: I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullet 4 describes an essential strategy that is probably worth citing explicitly.

#### Evidence Outcome: Use Craft and Structure to:

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)

Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5)

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)

Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)

Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard

GLE: 3. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read.

Disagree: Suggest revising to capture the multiple nuances of the outcomes - this title doesn’t explicitly call out phonics, fluency, vocabulary or CAP.

Agree: Check in on rhyming ability, ability to isolate and manipulate sounds in words and pseudo word reading.
(PG Feedback) Disagree: I think this is supposed to be standard 5 “Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.” If this is supposed to be standard 5, my feedback is as follows: 5. This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### Evidence Outcome: Demonstrate understanding of the organization and basic features of print.
(CCSS: RF.1.1)
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)
Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
(CCSS: RF.1.2)
Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)
Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words.
(CCSS: RF.1.3)
Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)
Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)
Read words with inflectional endings. (CCSS: RF.1.3f)
Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
Use onsets and rimes to create new words (for example: ip to make dip, lip, slip, ship)
Accurately decode unknown words that follow a predictable letter/sound relationship

**Disagree:** Eliminate the final bullet - it's already captured in the bullets above.

**Agree:** (no comment)

**Agree:** (no comment)

**Neutral:** I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullets 8 & 9 describe essential strategies that are probably worth citing explicitly.

#### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)

Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)

Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)

Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)

Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)

Identify frequently occurring root words (for example, look) and their inflectional forms (e.g., looks, looked, looking). (CCSS: L.1.4c)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)

Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS: L.1.5c)

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS: L.1.6)
- Agree: (no comment)
- Agree: (no comment)
- Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
- Disagree: Rewrite EQs to reflect full range of the outcomes, not a narrow, specific band.

**Standard: 3. Writing and Composition**

**GLE: 1.** Writers use a writing process to write opinion pieces. (adapted from CCSS: W.1.1)
- Disagree: WK.10 appears to be missing and needs to be included!
- Agree: (no comment)
- Disagree: Don't "adapt" the CCSS. Just use the CCSS. This GLE sounds redundant.
- Comment: An ongoing wonder is this...Why do we do opinion writing at the younger levels and then expect students to then write/support claims through argumentative writing by the end of elementary school? Why don't we follow the prepared graduate idea of argumentative writing?
- (PG Feedback) Disagree: Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.
- (PG Feedback) Disagree: Confused by what genres this applies to
- (PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher's informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.
- (PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)
- Agree: (no comment)
- Agree: (no comment)
- Agree: (no comment)

Evidence Outcome: State an opinion. (adapted from CCSS: W.1.1)
- Agree: (no comment)
- Agree: (no comment)
- Agree: (no comment)
Evidence Outcome: Supply a reason for the opinion. (adapted from CCSS: W.1.1)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide some sense of closure. (adapted from CCSS: W.1.1)

Agree: (no comment)
Agree: (no comment)
Disagree: Don't adapt. Just use the CCSS. Keep it simple!

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)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

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)

Agree: (no comment)
Neutral: (no comment)
Agree: (no comment)

Essential Questions:

Agree: Clearly written

Colorado Essential Skills:

Disagree: Isn't specific enough; too broad and open to interpretation

GLE: 2. Writers use a writing process to write informative/explanatory texts. (adapted from CCSS: W.1.2)

Agree: (no comment)
Disagree: Don't "adapt" the CCSS. Just use the CCSS. This GLE sounds redundant.
(PG Feedback) Disagree: Too broad
(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Name a topic. (CCSS: W.1.2)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Supply some facts about the topic. (CCSS: W.1.2)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide some sense of closure. (CCSS: W.1.2)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
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)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

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)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

Essential Questions:
   Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don't align to the evidence outcomes listed.

Colorado Essential Skills:
   Comment: Is the information about writing or is it about something else the students are reading and then writing about?

GLE: 3. Writers use a writing process to write narratives. (adapted from CCSS: W.1.3)
   Agree: (no comment)
   Disagree: Don't "adapt" the CCSS. Just use the CCSS. This GLE sounds redundant.
   (PG Feedback) Agree:
   (PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Recount two or more appropriately sequenced events. (CCSS: W.1.3)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Include some details regarding what happened. (CCSS: W.1.3)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Provide some sense of closure. (CCSS: W.1.3)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

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)
   Agree: (no comment)
   Agree: (no comment)
   Agree: (no comment)

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)
   Agree: (no comment)
Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

GLE: 4. Writers use a writing process to revise and edit so that their thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Disagree: Define "appropriate "

Disagree: Don't "adapt" the CCSS. Just use the CCSS. This GLE sounds redundant.

(PG Feedback) Disagree: Unreasonable expectation

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)

Print all upper- and lowercase letters. (CCSS: L.1.1a)

Use common, proper, and possessive nouns. (CCSS: L.1.1b)

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (CCSS: L.1.1e)

Use frequently occurring adjectives. (CCSS: L.1.1f)

Use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS: L.1.1g)

Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)

Use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS: L.1.1i)

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

Agree: (no comment)

Agree: (no comment)

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)

**Agree:** (no comment)

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 1 outcome is sufficiently covered in CCSS.L.1.1.j. Suggestion - Delete it or use the CCSS.

**Essential Questions:**

**Disagree:** Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed.

**Standard: 4. Research Inquiry and Design**

**GLE: 1.** Set a clear purpose for research and inquiry by asking essential questions from several resources while working toward clarity and accuracy.

(PG Feedback) **Disagree:** Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don’t help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

**Evidence Outcome:** Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)

**Agree:** (no comment)

**Agree:** (no comment)

**Evidence Outcome:** Write or dictate questions for inquiry that arise during instruction

**Disagree:** Suggest looking closely at b-e for overlap with other areas of the CCSS, such as S&L and the RI standards. Eliminate those that overlap and sub-bullet those that don’t under either a or f.

**Disagree:** (no comment)

**Disagree:** This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 1st grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

**Evidence Outcome:** With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry

**Disagree:** (no comment)

**Disagree:** This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 1st grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

**Evidence Outcome:** Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

**Disagree:** (no comment)

**Disagree:** This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 1st grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

**Evidence Outcome:** Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)

**Disagree:** (no comment)
Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 1st grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)

Agree: (no comment)

Agree: (no comment)

Reading, Writing and Communicating Second Grade

Standard: 1. Oral Expression and Listening

GLE: 1. New information can be learned and better dialogue created by listening actively.

Agree: (no comment)

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

Evidence Outcome: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)

Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)

Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: 2. Comment - Typo. Also, the question assumes people have a way of remembering, which isn’t true. My initial answer is "They just do." Suggestion - What are ways that people can remember new words and their meanings? 3. Comment - The question assumes people have a way of connecting, which isn't true. My initial answer is "They just do." This really seems to repeat the previous question. Suggestion - Remove it.

Essential Reasoning Skills:

Disagree: This is not 2nd grade appropriate.
Colorado Essential Skills:

**Disagree:** Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives

GLE: 2. Discussions contribute and expand on the ideas of self and others.

**Agree** (no comment)

**PG Feedback**

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)

**Agree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Agree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Contribute knowledge to a small group or class discussion to develop a topic

**Disagree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is sufficiently covered in 3-12. We do not need to add it to 2nd.

Evidence Outcome: Maintain focus on the topic

**Disagree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is sufficiently covered in 3-12. We do not need to add it to 2nd.

Evidence Outcome: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)

**Agree** (no comment)

**Agree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)

**Agree** (no comment)

**Agree** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Use content-specific vocabulary to ask questions and provide information

Comment: It is a pretty big jump from these standards to the next to having discreet skills as the standards and then, in third grade jump to speaking grammatically correct.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is sufficiently covered in 3-12. We do not need to add it to 2nd.

Essential Questions:

Disagree: Comment - Why are these Essential Questions a repeat of the Essential Questions listed under Speaking and Listening Standard 1? Grades 6-12, 3-4, and K-1 have different questions for each Speaking and Listening standard. Suggestion - Either have different questions or only post them once.

Essential Reasoning Skills:

Disagree: This is repeated from Speaking and Listening Standard 1. Repetitions are distracting and dissuade people from using the Colorado Academic Standards.

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential

Standard: 2. Reading for All Purposes

GLE: 1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text.

Disagree: Revise this to focus on comprehension as the outcome, as this is what the CCSS that this standard is built from emphasize.

Disagree: The goal is for students to be able to make meaning from text. Reading fluently is a means, not an end.

Agr: Check in on rhyming ability, ability to isolate and manipulate sounds in words and pseudo word reading.

(PG Feedback) Disagree: Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

### Evidence Outcome: Use Key Ideas and Details to:

Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.2.1)

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
**Disagree:** Eliminate first bullet - while these strategies may support the other outcomes listed, they are not an end in and of themselves and will be difficult to measure. What we want to measure is comprehension as the output, not strategy.

**Disagree:** Common core standards specifically require students to infer at 3rd grade, not 2nd grade. Why do we insist on making standards less clear by rewording the Common Core standards? This coding system is so much more burdensome than the simple RL2.3. The call was to make the standards clearer, higher, and FEWER. If we continue down this path, we'll have just added third grade standards to second grade standards, asking more than the Common Core asked of students. Our data does not indicate that our state is ready for more.

**Agree:** (no comment)

**Neutral:** I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullet 1 describes essential strategies that are probably worth citing explicitly.

### Evidence Outcome: Use Craft and Structure to:

- Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)
- Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently and developmentally appropriately covered in CCSS.L.4.5. It is also covered in CCSS.2.4. Suggestion - Delete it, use the CCSS, or leave it at 4th grade.

### Evidence Outcome: Use Integration of Knowledge and Ideas to:

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)
- Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9)

**Agree:** (no comment)

**Neutral:** (no comment)

**Agree:** I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullet 2 describes essential strategies that are probably worth citing explicitly.

### Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don't align to the evidence outcomes listed.

Agree: (no comment)

Essential Reasoning Skills:

Disagree: #1 seems to better align to informational text.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

GLE: 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.

#### Evidence Outcome: Use Key Ideas and Details to:

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.4)

Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5)

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)

Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)

Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Range of Reading and Level of Text Complexity to:

Adjust reading rate according to type of text and purpose for reading.
By the end of year, read and comprehend informational texts, including history/social studies, science, and
technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high
end of the range. (CCSS: RI.2.10)

**Disagree:** First bullet is repetitive, as this is already in the CCSS fluency standard.

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already
encompass more than we can hope to accomplish.

**Essential Questions:**

**Disagree:** Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories
of this standard.

**GLE: 3. Decoding words with accuracy depends on knowledge of complex spelling pat-
terns and morphology.**

**Disagree:** Rewrite to capture all aspects of the evidence outcomes, including fluency and vocabulary/lan-
guage.

**Agree:** (no comment)

**Disagree:** This standard encompasses too many ideas. First, “understand” isn’t a measurable
or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING
standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be
completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral
presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this
elimination, the standard fits entirely within the READING standards. Example: Interpret language effect-
vatively in different contexts. Apply word-learning strategies to assist comprehension.

**(PG Feedback) Agree:**

#### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words.

**(PG Feedback) Agree:**

#### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)

**Neutral:** (no comment)

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They al-
day encompass more than we can hope to accomplish. Comment - Bullet 3 is sufficiently covered by
CCSS.RF.3.3.c. Yes, it could be introduced in grade 2, but that decision can be left to the classroom teacher
based on the differentiated needs of his/her students. Mastery is not absolutely necessary until 3rd grade.
Suggestion - Delete it.

#### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension. (CCSS:
RF.2.4)

Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)

Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Compare formal and informal uses of English. (CCSS: L.2.3a)

Agree: (no comment)

Disagree: 2nd grade seems early to master this standard - is it expected to be taught, introduced or mastered?

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)

Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)

Determine the meaning of the new word formed when a known prefix is added to a known word (for example: happy/unhappy, tell/retell). (CCSS: L.2.4b)

Use a known root word as a clue to the meaning of an unknown word with the same root (for example, addition, additional). (CCSS: L.2.4c)

Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)

Identify real-life connections between words and their use (for example: describe foods that are spicy or juicy). (CCSS: L.2.5a)

Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and closely related adjectives (for example: thin, slender, skinny, scrawny). (CCSS: L.2.5b)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: When other kids are happy that makes me happy). (CCSS: L.2.6)

Agree: (no comment)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Which strategies should be used to decode multisyllabic words?

Disagree: Not sure why this is phrased as a question and stuck at the end. Could be included with phonics standards and changed to, "Use strategies flexibly to decode multisyllabic words."

Disagree: Is this in the form of a question? If so, I would not include this. If it is included it will be good to include specific examples.

Disagree: Second grade students are expected to decode Two syllable words, not necessarily multisyllabic until third grade.

Disagree: Since when is an evidence outcome stated as a question? Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Outcome "g" is sufficiently covered by CCSS.RF.3.3.c. Yes, it could be introduced in grade 2, but that decision can be left to the classroom teacher based on the differentiated needs of his/her students. Mastery is not absolutely necessary until 3rd grade. Suggestion - Delete it.

Essential Questions:

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Standard: 3. Writing and Composition

GLE: 1. Writers use a recursive process to write opinion pieces. (adapted from CCSS: W.2.1)

Disagree: WK.10 appears to be missing and needs to be included!

Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

Comment: What is meant by recursive? Please explain as this is a term that doesn’t make sense. Use clear language.

(PG Feedback) Disagree: Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

Evidence Outcome: Introduce the topic or book they are writing about. (CCSS: W.2.1)

Agree: (no comment)

Evidence Outcome: State an opinion. (CCSS: W.2.1)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Supply reasons that support the opinion. (CCSS: W.2.1)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Use linking words (e.g., because, and, also) to connect opinion and reasons. (CCSS: W.2.1)

Agree: (no comment)

Agree: (no comment)

Disagree: Linking words are wonderful but if children do not have them in their oral language, and never hear this kind of language, they are at a disadvantage. I see the students learning to use this formulaic type of writing but it often lacks any substance. The have transition words and adjectives but the writing is nonsensical. Why not let them write about what they like and not worry at this age about form.

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.2.1)

Agree: (no comment)

Agree: (no comment)

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed, especially since revision and editing are not included specifically here.

Disagree: These essential questions are ridiculous for a 7 year old. The only reason they write these sorts of "essays" is because the teacher demands it. They cannot understand the importance of audience if they are assigned to write about things that they could care less about.

GLE: 2. Writers use a recursive writing process to write informative/explanatory texts. (adapted from CCSS: W.2.2)

Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

Comment: Explain what recursive is and what is included. You must be precise in your explanation so that educators across Colorado have common language that is understandable and not up for individual interpretation.

Evidence Outcome: Introduce a topic. (CCSS: W.2.2)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.2.2)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Write letters and "how-to's" (for example: procedures, directions, recipes) that follow a logical order and appropriate format

Disagree: Eliminate

Agree: (no comment)
Agree: I usually think that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, this varied types of writing are important and ought to be explicitly included.

Evidence Outcome: Organize informational texts using main ideas and specific supporting details

Disagree: Eliminate
Agree: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.W.2.1 & 2 by clarifying introduction, development, and conclusion. Suggestion - Delete it or use the CCSS.

Evidence Outcome: Apply appropriate transition words to writing

Disagree: Eliminate or better integrate with CCSS W2.2. Provide examples that build up to the 3rd grade CCSS expectation.
Agree: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently and developmentally appropriately covered in CCSS.W.3.1.c and CCSS.W.3.2.c Suggestion - Delete it.

Evidence Outcome: How do writers use technology to support the writing process?

Disagree: This is a question, not a standard.
Disagree: This question format doesn't fit with the other statements.
Disagree: Outcomes should not be questions.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don't align to the evidence outcomes listed.

GLE: 3. Writers use a writing process to write narratives in which they recount a well-elaborated event or short sequence of events. (adapted from CCSS: W.2.3)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. Keep it simple!

Evidence Outcome: Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Use temporal words to signal event order. (CCSS: W.2.3)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide a sense of closure. (CCSS: W.2.3)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Write simple, descriptive poems

Disagree: If this is going to be added, it should be added to all grade levels (vertically) not just 2nd grade.
Disagree: I am not sure why, in 2nd grade, they write poems and letters, but they don't call this out in any other grade levels? Is the expectation that 2nd grader do more writing?
Agree: I usually think that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, this varied types of writing are important and ought to be explicitly included.
Evidence Outcome: Write with precise nouns, active verbs, and descriptive adjectives.

Disagree: I might suggest pulling from the RF standards for this.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently and developmentally appropriately covered in CCSS.L.4.3.a. Suggestion - Delete it.

Evidence Outcome: Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts

Disagree: This is about process rather than outcomes - seems unnecessary.

Disagree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is wordy and unnecessary. Suggestion - Delete it.

Evidence Outcome: Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

Disagree: Eliminate

Disagree: This feels like a skill that isn't carried through the rest of the grade levels.

Disagree: Yes, the CCSS don't address physical descriptions of characters. I suppose this could be added. However, 2nd grade is an inappropriate age to add it. CCSS doesn't address thoughts and feelings until 3rd grade. Adding more to 2nd grade is inappropriate.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don't align to the evidence outcomes listed.

GLE: 4. Writers use a writing process to revise and edit so that their thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Disagree: W2.5 & 2.6 need to be included here - they appear to be completely absent - yikes!

Disagree: Don't "adapt" the CCSS. Just use the CCSS. Add which CCSS this is addressing. 4? 5?

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

Use collective nouns (e.g., group). (CCSS: L.2.1a)

Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)

Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

Apply accurate subject-verb agreement while writing

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)

Vary sentence beginnings

Spell high-frequency words correctly

Disagree: Final bullet is already captured in RFS standards.

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 5 outcome is sufficiently and developmentally appropriately covered in CCSS.L.3.1.f. Suggestion - Delete it. Comment - Bullet 7 outcome is sufficiently covered in CCSS.L.3.1.I. It is also explicitly addressed at a more developmentally appropriate
Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
Use commas in greetings and closings of letters. (CCSS: L.2.2b)
Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)

Agree: (no comment)
Agree: (no comment)

Essential Questions:
Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed.

Standard: 4. Research Inquiry and Design

GLE: 1. Combine a variety of resources and essential questions to define a clear purpose for accurate research and inquiry that acknowledges varied viewpoints.

Disagree: This doesn’t appear to align well to the evidence outcomes - expectations seem to be higher here than in than may be appropriate for grade level, especially given that 2nd grade research is shared.

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don’t help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

Evidence Outcome: Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)

Disagree: Suggest looking closely at b-f for overlap with other areas of the CCSS, such as S&L and the RI standards. Eliminate those that overlap and sub-bullet those that don’t under either a or g.

Disagree: (no comment)

Evidence Outcome: Identify a specific question and gather information for purposeful investigation and inquiry

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 2nd grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.

Disagree: (no comment)
Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 2nd grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Use a variety of multimedia sources to answer questions of interest

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 2nd grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Ask primary questions of depth and breadth

Disagree: (no comment)

Disagree: This is unnecessary and developmentally inappropriate at this grade level. The research that begins at 3rd grade is sufficient. 2nd grade has enough to do without all of these extras. They should be focusing primarily on reading foundational skills.

Evidence Outcome: Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Agree: (no comment)

Reading, Writing and Communicating Third Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Group activities require active listening, contribution of thoughtful ideas, and cooperation.

Agree: Perfect! Plain, simple and understandable.

Agree: (no comment)

(PG Feedback) Agree: Excellent.

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others’ ideas, and contributing ideas that benefit the group.

#### Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (CCSS: SL 3.1)

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.3.1a)<ul><li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.3.1b)</li><li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS: SL.3.1c)</li><li>Explain their own ideas and understanding in light of the discussion. (CCSS: SL.3.1d)</li><li>Use eye contact, volume, and tone appropriate to audience and purpose</li><li>Use different types of complete sentences to share information, give directions, or request information</li></ul>Agree: Very clear, well thought out and understandable for educators and parents alike.

Agree: (no comment)

Agree: (no comment)

Disagree: "Use eye contact, volume, and tone appropriate to audience and purpose" is an appropriate and helpful addition. "Use different types of complete sentences to share information, give directions, or request information" is not necessary under the Speaking and Listening Standards.
Evidence Outcome: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL 3.2)

Agree: Basic concept well communicated.
Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS: SL 3.3)

Agree: Again, clear basic idea well communicated. I do see all of these as "teacher talk". I'm wondering about a Parent Friendly or Student Friendly version. As a teacher, I also made them with my students and now days, I wonder if there should be a provided set because I'm not sure that all educators get it themselves. Does this make sense? For instance a Parent/Student version of this one would read,"I can ask and answer questions when I listen to different speakers in my classroom. I can also talk to others about what I heard and use details from the presentation." etc.... It's the primary teacher in me coming out. :)
Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Agree: I really like the part about assigning roles for people in groups. I think it would be great to provide teachers with hyperlinks with awesome group structures on listening. It makes me think of the "Talking Stick". In Open Court curriculum, we had a stuffed glove and called it the talking hand, if you had the hand, it was your turn to talk, then you handed off in the conversation- get it? Norms. Also, teach students, a time keeper, etc. Love this!! Teachers may need examples.
Agree: I love these Essential Questions!

Essential Reasoning Skills:

Agree: Critical to higher levels of thinking. When students are able to do this, the sky is the limit. Glad to see it here.
Agree: (no comment)

Colorado Essential Skills:

Agree: Awesome list. Works with the 3rd one below. I think what would put this all over the top is an Exemplar page. Where teachers can click to see what to strive to achieve. Part of my comment might be a bit of a bird walk but in rural parts of the state, I know that there can be questions to how students are performing against like peers. Wouldn't it be awesome to have a resource page, sort of like a rubric? I dream.
Disagree: Item #4 is too wordy and uses unnecessary verbage. Please clarify.
Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate
"Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts. 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives

GLE: 2. Oral communication is used both informally and formally.

Agree: Needs to happen.
Agree: (no comment)
(PG Feedback) Agree:
(PG Feedback) Agree:

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)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Distinguish different levels of formality

Disagree: This is a very vague statement and might helpful to include examples here.
Agree: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is covered sufficiently and appropriately according to student development at the 4th grade in SL.4.6 Suggestion - Remove this.

Evidence Outcome: Speak clearly, using appropriate volume and pitch for the purpose and audience

Agree: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is covered sufficiently and appropriately according to student development at the 4th grade in SL.4.4 Suggestion - Remove this.

Evidence Outcome: Select and organize ideas sequentially or around major points of information that relate to the formality of the audience

Agree: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is covered sufficiently and appropriately according to student development at the 4th grade in SL.4.4 Suggestion - Remove this.

Evidence Outcome: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (CCSS: SL.3.5)

Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.3.6)

- Agree: (no comment)
- Agree: (no comment)
- Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details.

- Disagree: usage of grammatically correct language can be debated depending on the region, era and generation you have grown up in. I can see the use of different registers as important.
- Agree: (no comment)
- Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. This standard is covered sufficiently and appropriately according to student development at the 4th grade in SL.4.6 Suggestion - Remove this.

Essential Questions:

- Disagree: 2. Comment - This question should be focused on effect. Yes, a presenter could speak passionately; the presentation simply wouldn't be as effective for the audience. Suggestion - How would a presentation be different if the presenter faced away from the audience? 4. Comment - Pitch isn't grade level appropriate. Suggestion - Why is it important to speak clearly with appropriate volume?
- Disagree: 2. Comment - This question should be focused on effect. Yes, a presenter could speak passionately; the presentation simply wouldn't be as effective for the audience. Suggestion - How would a presentation be different if the presenter faced away from the audience? 4. Comment - Pitch isn't grade level appropriate. Suggestion - Why is it important to speak clearly with appropriate volume?

Essential Reasoning Skills:

- Agree: (no comment)

Colorado Essential Skills:

- Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential

Standard: 2. Reading for All Purposes

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

- Disagree: Revise to capture comprehension of literary text as the outcome, not the use of strategies.

(PG Feedback) Disagree: Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

#### Evidence Outcome: Use Key Ideas and Details to:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1)
Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2)

Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays v. Describe characters in a story (for example, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3)

**Disagree:** Remove reference to comprehension strategies - use of strategies supports comprehension but is not an outcome.

**Agree:** (no comment)

**Disagree:** Current proposed language: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2) Would you consider adding "theme" to this language since theme is mentioned with the multiple-passage standard (standard 9 below)? I suggest to be able to identify TWO themes, a student should be first expected to identify a theme in a single text.

**Neutral:** I almost always believe that our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. However, bullet 2 describes essential strategies that are probably worth citing explicitly.

**Disagree:** No all third grade students are cognitively mature enough to achieve this level of the standard. Ask yourselves, is this standard developmentally appropriate?

#### 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)

**Agree:** (no comment)

**Disagree:** Heading is confusing. To provide clarity for all readers a clear heading would be "Use of context clues" rather than "craft and structure".

**Comment:** Current proposed language: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4) This limits the focus to ONLY figurative language so that it implies there would be no focus on academic language in literary texts, unless I'm reading it incorrectly. Maybe that is the intent but I wanted to bring it to your attention.

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Although bullet 2 is more specific ("use signal words"), the general idea is sufficiently covered in RL.3.5. Suggestion - Delete it or use the CCSS.

**Comment:** When it comes to plays and poems, again, is this developmentally appropriate?

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (for example, create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7)

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (for example, in books from a series). (CCSS: RL.3.9)
Agree: (no comment)

Disagree: C.b. Compare and Contrast is too specific. Students should broaden their connections to text and comparing using background knowledge and comparing a variety of texts.

Disagree: Item c part 2 is too narrow. Broaden to include cross literature, text to world, etc.

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### 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 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation

Disagree: Remove - this is already captured in the CCSS fluency standard.

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Outcome "e" is sufficiently covered by CCSS.RF.3.4.b. Suggestion - Delete it or use the CCSS.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed.

Essential Reasoning Skills:

Disagree: #2 might better match the informational text standard

GLE: 2. Strategies are needed to comprehend and fluently read various informational and persuasive texts.

Disagree: Remove reference to strategies and focus on comprehension as the outcome.

### Evidence Outcome: Use Key Ideas and Details to:

Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2)

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Craft and Structure to:

Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6)
Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently (though not as specifically as "signal words") covered in CCSS.RI.3.3. Suggestion - Delete it or use the CCSS.

##### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Use information gained from illustrations (for example, maps, photographs) and the words in a text to demonstrate understanding of the text (for example, where, when, why, and how key events occur). (CCSS: RI.3.7)

> Describe the logical connection between particular sentences and paragraphs in a text (for example, comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8)

> Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Use Range of Reading and Complexity of Text to:

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10)

> Adjust reading rate according to type of text and purpose for reading.

Disagree: Remove second bullet - this is in CCSS fluency standard already.

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 2 is sufficiently covered by CCSS.RF.3.4.b. Suggestion - Delete it or use the CCSS.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don't align to the evidence outcomes listed.

GLE: 3. Increasing word understanding, word use, and word relationships increases vocabulary

Disagree: Rewrite to accurately capture full range here - phonics, language/vocab and fluency.

(PG Feedback) Disagree: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

##### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3)

Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a)

Decode words with common Latin suffixes. (CCSS: RF.3.3b)

Decode multisyllable words. (CCSS: RF.3.3c)
Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4)
Read grade-level text with purpose and understanding. (CCSS.3.4a)
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b)
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4)
Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a)
Determine the meaning of the new word formed when a known affix is added to a known word (for example, agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS: L.3.4b)
Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
Use a known root word as a clue to the meaning of an unknown word with the same root (for example, company, companion). (CCSS: L.3.4c)
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d)

Agree: (no comment)

Neutral: Current proposed language: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) Comment: How would one know the difference between this standard and the vocabulary standards listed under RL and RI above? Wouldn’t students have to use context in those standards to determine the meaning of an unknown word? Also, why narrow this to “sentence-level” context? Sometimes a single word is enough to help them determine meaning.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 3 is sufficiently covered by CCSS.4.5.c. Yes, synonyms and antonyms can be introduced in 3rd instead of 4th grade, but it’s really not significant enough to change the placement. Just leave it where it already is. People can introduce it early if they so choose. Suggestion - Delete it.

### Evidence Outcome: Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5)
Distinguish the literal and nonliteral meanings of words and phrases in context (for example, take steps). (CCSS: L.3.5a)
Identify real-life connections between words and their use (for example, describe people who are friendly or helpful). (CCSS: L.3.5b)
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (for example, knew, believed, suspected, heard, wondered). (CCSS: L.3.5c)

Agree: (no comment)
Comment: Current proposed language: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) Comment: How does this standard differ from the vocabulary standard under Reading Literary texts?

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Disagree: Not all third graders can do this. It is not a question of education, it is a question of developmental ability to do this.

Evidence Outcome: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (for example, After dinner that night we went looking for them). (CCSS: L.3.6)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard.

Standard: 3. Writing and Composition

GLE: 1. Writers use a recursive writing to write opinion pieces on topics or texts, supporting a point of view with reasons. (adapted from CCSS: W.3.1)

Disagree: Correct the statement, "Writers use a recursive writing to write" to read "Writers use a recursive writing process to write..."

Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Disagree: Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

Evidence Outcome: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that includes reasons. (CCSS: W.3.1a)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Provide reasons that support the opinion. (CCSS: W.3.1b)

Agree: (no comment)

Agree: (no comment)
Evidence Outcome: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.1d)

Agree: (no comment)

Evidence Outcome: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

Agree: (no comment)

Evidence Outcome: Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

Agree: (no comment)

Evidence Outcome: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.2d)

Agree: (no comment)

Evidence Outcome: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.1d)

Agree: (no comment)

Evidence Outcome: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

Agree: (no comment)

Evidence Outcome: Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

Agree: (no comment)

Evidence Outcome: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.2d)

Agree: (no comment)

Evidence Outcome: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS: W.3.1c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.1d)

Agree: (no comment)

Evidence Outcome: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

Agree: (no comment)

Evidence Outcome: Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

Agree: (no comment)

Evidence Outcome: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (CCSS: W.3c)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section. (CCSS: W.3.2d)

Agree: (no comment)
Evidence Outcome: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (CCSS: W.3.3b)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Use temporal words and phrases to signal event order. (CCSS: W.3c)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide a sense of closure. (CCSS: W.3.3d)

Agree: (no comment)
Agree: (no comment)

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed.

GLE: 4. With guidance from peers and adults, writers use the recursive writing process to plan, revise and edit writing to apply knowledge of language conventions, grammar, capitalization, punctuation, and spelling.

Disagree: Don’t “adapt” the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this is addressing. 4? 5?

(PG Feedback) Comment: I would like to see cursive as part of the Common Core Standards. Because it is not, writing in cursive has been phased out of elementary schools. This has created students who cannot read cursive and do not have access to the quick way of taking notes. There have been studies done which show actually writing notes leads to greater understanding than typing. I think it is the students’ loss that this is no longer a priority in the elementary years.

### Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.3.1)

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)

Use abstract nouns (e.g., childhood). (CCSS: L.3.1c)

Form and use regular and irregular verbs. (CCSS: L.3.1d)

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. (CCSS: L.3.1e)

Ensure pronoun-antecedent agreement. (adapted from CCSS: L.3.1f)

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)

Use coordinating and subordinating conjunctions. (CCSS: L.3.1h)

Produce simple, compound, and complex sentences using coordinating and subordinating conjunctions. (adapted from CCSS: L.3.1i)

Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 9 outcome is sufficiently covered in CCSS.L.3.1.I. It is also explicitly addressed at a more developmentally appropriate level for audience awareness in CCSS.L.6.3.a Suggestion - Delete it or use the CCSS.

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

**Reading, Writing and Communicating Third Grade**

- 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)

**Agree:** (no comment)

**Evidence Outcome:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.3.3)

- Choose words and phrases for effect. (CCSS: L.3.3a)
- Recognize and observe differences between the conventions of spoken and written standard English. (CCSS: L.3.3b)

**Agree:** (no comment)

**Evidence Outcome:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (CCSS: W.3.4)

**Agree:** (no comment)

**Evidence Outcome:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.3.5)

**Agree:** (no comment)

**Evidence Outcome:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (CCSS: W.3.6)

**Agree:** (no comment)

**Evidence Outcome:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.3.10)

**Agree:** (no comment)

**Essential Questions:**

- **Disagree:** Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don't align to the evidence outcomes listed.

**Standard: 4. Research Inquiry and Design**

**GLE: 1. Information gathered during research can be presented to an audience.**

**(PG Feedback) Disagree:** Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.
Evidence Outcome: Conduct short research projects that build knowledge about a topic (CCSS: W.3.7)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Interpret and communicate the information learned by developing a brief summary with supporting details

Disagree: Suggest b,c & d are sub-bullets to the CCSS standards (a, d)
Disagree: (no comment)
Disagree: This is sufficiently and developmentally appropriately covered in CCSS.RI.4.2.
Disagree: Third graders should not be expected to do this

Evidence Outcome: Develop supporting visual information (for example: charts, maps, illustrations, models)

Disagree: (no comment)
Disagree: This is unessential at this grade level. It is sufficiently and developmentally appropriately covered in CCSS.RH.6-8.7

Evidence Outcome: Present a brief report of the research findings to an audience

Disagree: Doesn't this overlap with the S&L CCSS standards? Is the repetition necessary?
Disagree: (no comment)
Disagree: This is sufficiently covered in CCSS.SL.3.4

Evidence Outcome: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (CCSS: W.3.8)

Agree: (no comment)
Agree: (no comment)

Disagree: This does not account for the great variation of children's experiences. Teachers often will have no understanding of how different socio-economic levels and ethnicities and cultures are a part of a child's experience. If they do not understand the students they will judge them based on the arbitrary standard, rather than on what the child is showing.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don't align to the evidence outcomes listed.

Essential Reasoning Skills:

Disagree: Young children do not have the cognitive development to do this. Many adults are incapable of this kind of understanding.

Reading, Writing and Communicating Fourth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Thoughtful questions are posed after actively listening to the ideas of others.

Agree: (no comment)

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

###证据 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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Identify the reasons and evidence a speaker provides to support particular points. (CCSS: SL.4.3)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: 1. Comment - Simplify & eliminate redundancy. Suggestion - Why is important to listen to all members in a group before making a decision?

Essential Reasoning Skills:

Agree: (no comment)

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives

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GLE: 2. A clear communication plan is necessary to effectively present information informally and formally.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (CCSS: SL.4.4)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (CCSS: SL.4.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: Comment - Why are these Essential Questions a repeat of the Essential Questions listed under Speaking and Listening Standard 1? Grades 6-12 have different questions for each Speaking and Listening standard. Suggestion - Either have different questions or only post them once.

Essential Reasoning Skills:

Disagree: This is repeated from Speaking and Listening Standard 1. Repetitions are distracting and dissuade people from using the Colorado Academic Standards.

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on.

1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts.

2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals.

3. Comment - Students aren’t required to "educate" other students. Suggestion - Empower group members to realize their potential.
Standard: 2. Reading for All Purposes

GLE: 1. Strategies are needed to comprehend and fluently read various types of literary texts

**Disagree:** Rather than strategies, I would suggest that this focus on the outcomes of comprehending and the relationship between comprehension and building world knowledge.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

(PG Feedback) **Disagree:** Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

#### Evidence Outcome: Use Key Ideas and Details to:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)

- Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS: RL.4.2)

- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (for example, a character's thoughts, words, or actions). (CCSS: RL.4.3)

- Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently covered in CCSS.RL.4.2, CCSS.RL.3.2 & 5, and CCSS.RL.2.2 & 5. Suggestion - Delete it or use the CCSS.

#### Evidence Outcome: Use Craft and Structure to:

- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (for example, Herculean). (CCSS: RL.4.4)

- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (for example, verse, rhythm, meter) and drama (for example, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (CCSS: RL.4.5)

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS: RL.4.6)

**Agree:** (no comment)
Disagree: "including those that allude to significant characters found in mythology (for example, Herculean)." This is incredibly specific and seems like a very high expectation for students at the 4th grade level. This seems better suited for 6th and up.

Disagree: 4th grade students do not have background knowledge of mythological creatures and characters and therefore should be expected to know the allusions to them.

Disagree: (no comment)

Disagree: (no comment)

Disagree: Fourth graders should not be held responsible for vocabulary words based on mythological characters.

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (CCSS: RL.4.7)

Compare and contrast the treatment of similar themes and topics (for example, opposition of good and evil) and patterns of events (for example, the quest) in stories, myths, and traditional literature from different cultures. (CCSS: RL.4.9)

Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.

Disagree: Suggest eliminating this final bullet as redundant to the final bullet in 'a' or somehow combining them.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Comment: The wordiness of this standard is not necessary.

Disagree: Current proposed language: Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence. Comment: Summary is already covered in a previous standard above (with central idea). This overlap will create issues for you when you align questions to a standard, especially in assessments.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 3 is sufficiently covered in CCSS.RL.4.2, CCSS.RL.3.2 & 5, and CCSS.RL.2.2 & 5. Suggestion - Delete it or use the CCSS.

#### 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, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.4.10)

Read familiar texts orally with fluency, accuracy, and prosody (expression).

Disagree: Eliminate final bullet - this is addressed in the CCSS fluency standards.

Agree: (no comment)

Neutral: (no comment)

Agree: (no comment)

Agree: Just say expression
**Online Feedback**

**Reading, Writing and Communicating Fourth Grade**

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 2 is more than sufficiently covered by CCSS.RF.4.4.b and CCSS.RF.5.4.b. Suggestion - Delete it or use the CCSS.

**Essential Questions:**

**Disagree:** Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed.

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** (no comment)

**Essential Reasoning Skills:**

**Agree:** (no comment)

**Neutral:** give an? or give an?

**Comment:** "give an" instead of "give an"

**Colorado Essential Skills:**

**Agree:** (no comment)

**GLE: 2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way**

**Disagree:** This doesn’t seem to tie into the expectation of a prepared graduate or the standards (evidence outcomes) below. Suggest revising to align better to the comprehension of informational texts. While fluency is important, it is addressed in the RFS standards and seems out of place to be emphasized here.

**Disagree:** This is confusing. It seems it would be worded in a less confusing way if it was similar to standard 1, but replaced the genre

**Comment:** Remove "in a fluent way," as it’s redundant.

**Agree:** (no comment)

(PG Feedback) **Agree:**

(PG Feedback) **Agree:**

##### Evidence Outcome: Use Key Ideas and Details to:

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)

Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CCSS: RI.4.2)

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS: RI.4.3)

**Agree:** (no comment)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (CCSS: RI.4.4)

Describe the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (CCSS: RI.4.5)
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: RI.4.6)

Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehension.

Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize information.

Disagree: Final bullet seems overly simplistic for fourth grade expectations. Second to last bullet seems more related to writing standards, although it could be reworded to place an emphasis on comprehension of informational text.

Disagree: The last bullets are very surface level skills that are not what you would need to use the skill in action.

Agree: (no comment)

Disagree: Current proposed language: Identify conclusions This seems unnecessary and perhaps repetitive with the CCSS standard 1 referenced standards. Isn't a conclusion an inference? Suggest deleting this standard.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently covered by CCSS.RI.4.2 & CCSS.RI.2.2. Suggestion - Delete it or use the CCSS. Comment - Bullet 5 is sufficiently covered by CCSS.RI.2.5. Yes, it will be reviewed, but it does not need to be stated in the standards. Suggestion - Delete it. Comment - Bullet 6 is sufficiently covered by CCSS.RI.2.2. Suggestion - Delete it.

Evidence Outcome: Use Integration of Knowledge and Ideas to:

Interpret information presented visually, orally, or quantitatively (for example, in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS: RI.4.7)

Explain how an author uses reasons and evidence to support particular points in a text. (CCSS: RI.4.8)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.4.9)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Range of Reading and Complexity of Text to:

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.4.10)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard.

Agree: (no comment)

Essential Reasoning Skills:

Neutral: #4 is a little bit confusing
**Agree**: (no comment)

**Colorado Essential Skills**:  
**Agree**: (no comment)

**GLE**: 3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

**Disagree**: Reference fluency as well.

(PG Feedback) **Disagree**: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

##### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words.  
(CCSS: RF.4.3)
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
(CCSS: RF.4.3a)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.4.4)

Read grade-level text with purpose and understanding.  
(CCSS: RF.4.4a)
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
(CCSS: RF.4.4b)
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
(CCSS: RF.4.4c)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  
(CCSS: L.4.4)

Use context (for example, definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
(CCSS: L.4.4a)

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example, telegraph, photograph, autograph).  
(CCSS: L.4.4b)

Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)

Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught

Read multisyllabic words with and without inflectional and derivational suffixes

Infer meaning of words using explanations offered within a text

Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  
(CCSS: L.4.4c)

**Disagree**: Sixth bullet seems redundant to the first, the other additions beyond the CCSS seem like repetitions of what was addressed in previous grade level standards.
Comment: Current proposed language: Use context (for example, definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a) Comment: Doesn't this overlap with the vocabulary standard under RI above? Students would need to use context to determine meaning, right?

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 3 is sufficiently covered by CCSS.L.3.4.b and CCSS.L.2.4.b. Suggestion - Delete it. Comment - Bullet 4 is sufficiently covered by CCSS.L.3.1.d, CCSS.L.2.1.d, and CCSS.L.1.1.e. Suggestion - Delete it. Comment - Bullet 5 is sufficiently covered by CCSS.RF.4.3.a. Suggestion - Delete it. Comment - Bullet 6 is more than sufficiently covered by CCSS.L.4.4.a. Suggestion - Delete it.

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.4.5)

Explain the meaning of simple similes and metaphors (for example, as pretty as a picture) in context. (CCSS: L.4.5a)

Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS: L.4.5b)

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS: L.4.5c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (for example, quizzed, whined, stammered) and that are basic to a particular topic (for example, wildlife, conservation, and endangered when discussing animal preservation). (CCSS: L.4.6)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard.

Essential Reasoning Skills:

Comment: Is "primary" the best way to describe the type of question?

Standard: 3. Writing and Composition

GLE: 1. Writers use a recursive writing process to write opinion pieces on topics or texts, supporting a point of view with reasons and information. (adapted from CCSS: W.4.1)

Agree: I appreciate the efforts made toward clearer vertical alignment throughout elementary. Having the same number of GLEs at each grade level, numbered the same, will help with consistent instruction.

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Disagree: Overall feedback: I'm not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher's informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-
Evidence Outcome: 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)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Provide reasons that are supported by facts and details. (CCSS: W.4.1b)

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (CCSS: W.4.1c)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)

Agree: (no comment)

Agree: (no comment)

GLE: 2. Writers use the recursive writing process is used to write informative/explanatory texts to examine a topic and convey ideas and information clearly. (adapted from CCSS: W.4.2)

Comment: This sentence needs editing, is not clear as written.

Disagree: Don’t “adapt” the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!

Evidence Outcome: 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)

Agree: (no comment)

Agree: (no comment)

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

Disagree: This sentence is confusing and missing the full (). Also is a lower level skill.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.RI.3.3 Suggestion - Delete it or use the CCSS.

Evidence Outcome: Organize relevant ideas and details to convey a central idea or prove a point

Disagree: Isn’t this more about persuasive writing?

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.W.4.2.a & b and CCSS.W.4.4. Suggestion - Delete it or use the CCSS.

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

Agree: (no comment)
Evidence Outcome: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (CCSS: W.4.2c)

Agree: (no comment)

Evidence Outcome: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)

Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)

Agree: (no comment)

Evidence Outcome: 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)

Agree: (no comment)

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

Agree: (no comment)

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

Agree: (no comment)

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

Agree: (no comment)

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

Agree: (no comment)

Disagree: If the standards are written for students, then we should avoid the use of language like "conclusion" in narrative text to help 10 year olds distinguish between informational and narrative writing. Instead, ending or sense of closure feels more appropriate.
Essential Questions:

**Disagree:** How does a graphic organizer assist a writer? Graphic organizers should not be used for ALL students. It is critical for the students to take responsibility for their learning, which includes developing the habits of thinking independently and creatively. I believe that graphic organizers and thinking maps could stifle students’ creativity and independence, and I strive to provide the students with the opportunity to organize information and make connections on their own—without the aid of a graphic organizer.

**GLE:** 4. With guidance from peers and adults, writers use the recursive writing process to apply knowledge of language conventions. correct sentence formation, grammar, punctuation, and capitalization to produce and publish clear and coherent writing.

**Agree:** Thank you for working toward alignment across grade levels so that 4th grade writing/editing/revising does not look fundamentally different than 3rd and 5th. This is a great improvement.

**Disagree:** Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this is addressing. 4? 5?

**(PG Feedback) Comment:** I would like to see cursive as part of the Common Core Standards. Because it is not, writing in cursive has been phased out of elementary schools. This has created students who cannot read cursive and do not have access to this quick way of taking notes. There have been many studies done which show actually writing notes leads to greater understanding than typing notes. I think it is the students’ loss that this is no longer a priority in the elementary years.

#### 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 simple, compound, and complex sentences. Recognize and correct inappropriate fragments and run-ons. (adapted from CCSS: L.4.1f)

Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)

**Disagree:** The producing the compound verbs and subjects doesn’t feel related here and the samples are not very complex for 4th grade.

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 6 outcome is sufficiently covered in CCSS.L.2.1.f and CCSS.L.3.1.i Suggestion - Delete it or use the CCSS.

#### 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)

**Agree:** (no comment)

**Agree:** (no comment)
Evidence Outcome: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.4.3)
Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)
Choose punctuation for effect. (CCSS: L.4.3b)
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)

**Agree**: (no comment)

Evidence Outcome: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)

**Comment**: Does clear refer to handwriting and legibility or just to ideas? Does neatness count at all?

**Agree**: (no comment)

Evidence Outcome: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (CCSS: W.4.5)

**Agree**: (no comment)

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 one page in a single sitting. (CCSS: W.4.6)

**Comment**: How long is a page? Maybe a word count would be more useful here.

**Agree**: (no comment)

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS: W.4.10)

**Agree**: (no comment)

**Agree**: (no comment)

Essential Questions:

**Disagree**: "How is reading actually speech that is written down? " This is a silly question, not really worthy of exploration. Writing is speech that is recorded that you read. Needs to be revised.

**Standard: 4. Research Inquiry and Design**

**GLE: 1. A variety of resources are used to build knowledge related to short open-ended research questions.**

**(PG Feedback) Disagree**: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

**Evidence Outcome: Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)**

Identify a topic and formulate open-ended research questions for further inquiry and learning

*Present a brief report of the research findings to an audience*
Disagree: Take off the sub-bullets
Neutral: I don’t know that the bullets are essential. They do kind of clutter up the standards, but they also provide some clarity.

### Evidence Outcome: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (CCSS: W.4.8)
Identify relevant sources for locating information
Locate information using text feature. For example: appendices, indices, glossaries, and table of content.
Gather information using a variety of resources (for example: reference materials, trade books, online resources, library databases, print and media resources).
Read for key ideas, take notes, and organize found information. For example: using a graphic organizer.
Develop relevant supporting visual information For example: charts, maps, diagrams, photo evidence, models.

Disagree: The sub bullets here seem to be aligned to the CCSS RI standards, which are called out elsewhere. May not be necessary to repeat them, or simply reference them so they don’t seem separate to teachers.
Agree: (no comment)
 Neutral: I don’t know that the bullets are essential. They do kind of clutter up the standards, but they also provide some clarity.

### Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.4.9)
Apply grade 4 Reading standards to literature (for example: “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [for example: a character’s thoughts, words, or actions].”). (CCSS: W.4.9.a)
Apply grade 4 Reading standards to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text”). (CCSS: W.4.9.b)
Agree: (no comment)
Agree: (no comment)

Essential Questions:
Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed.

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**Reading, Writing and Communicating Fifth Grade**

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

GLE: 1. Active listening includes strategies and techniques that contribute to understanding different situations and serving different purposes.

Disagree: 1. Comment - Simplify and eliminate redundancies. Suggestion - Effective listening includes applying strategies.

*(PG Feedback) Disagree:* Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

Evidence Outcome: Listen to other’s ideas and form their own opinions

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. (CCSS: SL.5.1)

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.5.1a)

- Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Comment: Add the reference to CCSS.SL.5.2

Disagree: Remove this standard. It is already addressed in SL.5.3 and in the reading standards.

Evidence Outcome: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Agree: I love these Essential Questions!

Essential Reasoning Skills:

Disagree: This statement is so vague that it's useless. What do you mean by "reasoning" in research? What do you mean by "disciplined way?"

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.
GLE: 2. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience.

Agree: (no comment)

(PG Feedback) Agree:

Evidence Outcome: 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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use appropriate eye contact and speak clearly at an understandable pace.

Neutral: (no comment)

Agree: I am not a fan of adding to the CCSS, but this is important in speaking and listening.

Evidence Outcome: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

Neutral: (no comment)

Disagree: This is not necessary. It is already covered in SL.5.6 and the added Colorado b above.

Essential Questions:

Disagree: Comment - Why are these Essential Questions a repeat of the Essential Questions listed under Speaking and Listening Standard 1? Grades 6-12, 3-4, and K-1 have different questions for each Speaking and Listening standard. Suggestion - Either have different questions or only post them once.

Essential Reasoning Skills:

Agree: (no comment)

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential
Standard: 2. Reading for All Purposes

GLE: 1. Various literary texts are understood and interpreted using a range of strategies.

Agree: This statement is the best I’ve seen so far - perhaps use it as a model for revising the others in K-4.

(PG Feedback) Disagree: Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

Evidence Outcome: Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge

Disagree: Eliminate this addition - not a measurable outcome and does not align with additions across K-5.

Disagree: Why is this at this grade level and none of the others? This doesn’t seem to build in trajectory from K-4, so I would take this out.

Disagree: The a. here seems like it belongs in K-2 much more than in 5. And it doesn't show up on grades 3 and 4.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This is sufficiently covered by CCSS.RL.2.5 & 6. Yes, we always review pre-reading skills. However, setting it as a standard is unnecessary. Suggestion - Delete it.

### Evidence Outcome: Use Key Ideas and Details to:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)

Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (for example, how characters interact). (CCSS: RL.5.3)

Agree: (no comment)

Comment: Current language: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Quote here is inconsistent with other grades and narrows this down to explicit quotations. Suggest changing to "Cite"

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)

Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6)

Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme

Disagree: Final bullet seems redundant - addressed by CCSS RL 5.1

Disagree: The last two bullets seem to overlap quite a bit, I would take out the last bullet

Comment: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4) Can academic language be a focus of literature as well? This sounds as if this is more focused on figurative.
**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 does not at all fit with literary texts and it is more than sufficiently covered by CCSS.RI.5.1 & 8 for informative texts. Suggestion - Delete it.

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example, graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)

- Compare and contrast stories in the same genre (for example, mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
- Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.

**Disagree:** The last bullet is not clear and I am not sure what we are asking students to master here. It also seems to be something that shows up in the 4th grade standards.

**Comment:** Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text. Isn't this already covered under Literacy standard 4 above?

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 3 is more than sufficiently covered by CCSS.RL.5.4. Suggestion - Delete it or use the CCSS.

#### 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)

**Agree:** (no comment)

**Agree:** (no comment)

**Essential Questions:**

**Disagree:** Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don't align to the evidence outcomes listed.

**GLE:** 2. Analyzing informational text requires understanding organization and structure.

#### Evidence Outcome: Use Key Ideas and Details to:
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- Distinguish between fact and opinion, providing support for judgments made

**Disagree:** The last bullet and the first bullet are very similar, I would not include the last bullet

**Disagree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is developmentally inappropriate for 5th grade and is sufficiently covered by the CCSS.RH.6-8.8. Suggestion - Delete it.

#### Evidence Outcome: Use Craft and Structure to:
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
- Compare and contrast the overall structure (for example, chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
- Analyze multiple accounts of the
same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)

- Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks.

  Agree: (no comment)
  Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently covered in CCSS.RI.3.5. Although these skills will be reviewed, they are better left where the currently exist in the CCSS. Suggestion - Delete it.

### Evidence Outcome: Use Integration of Knowledge and Ideas to:

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)

  Agree: (no comment)

### Evidence Outcome: Use Range of Reading and Complexity of Text to:

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

  Agree: (no comment)

#### Essential Questions:

- Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard.

**GLE: 3. Knowledge of morphology and word relationships matters when reading**

- (PG Feedback) Disagree: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

### Evidence Outcome: Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.5.3)

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)

  Agree: (no comment)

### Evidence Outcome: Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)

- Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

Agree: (no comment)

#### Evidence Outcome: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)

Disagree: Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b) Comment: This seems misplaced. Shouldn’t it go under writing and conventions area instead of here?

Agree: (no comment)

#### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4)

Use context (for example, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example, photograph, photosynthesis). (CCSS: L.5.4b)

Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)

Agree: (no comment)

Evidence Outcome: Infer meaning of words using structural analysis, context, and knowledge of multiple meanings

Disagree: Remove - redundant as these skills are in the 5th grade CCSS Language standards.

Disagree: Infer meaning of words using structural analysis, context, and knowledge of multiple meanings Comment: This is already covered by several other standards.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This is more than sufficiently covered by CCSS.L.5.4.a-c. Suggestion - Delete it or use the CCSS.
Evidence Outcome: Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change

**Disagree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This is sufficiently covered in CCSS.L.5.4.b Suggestion - Delete it or use the CCSS.

### Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)

Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)

- Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b)
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)

**Comment**: Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a How is this different from the vocabulary standard under the RL standards?)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Essential Questions**:

**Disagree**: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard.

**Standard: 3. Writing and Composition**

GLE: 1. Writers use a recursive writing process to write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences. (adapted from CCSS: W.5.1)

**Disagree**: Don’t “adapt” the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

**Agree**: (no comment)

**PG Feedback Disagree**: Overall feedback: I’m not seeing a coherency across K-5 with the organization and the additional standards beyond the CCSS that are proposed. In order to ensure a coherent experience for CO kids, we need to very carefully look at vertical alignment before finalizing any proposed changes.

**PG Feedback Disagree**: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

**PG Feedback Agree**: 83
Evidence Outcome: 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)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Demonstrate ways to adapt and reach workable solutions

Disagree: This is pretty unclear - what does this mean specifically for writing? It sounds like a social-emotional skill.

Disagree: I am not sure how mastery of this standard would look.

Disagree: This doesn’t fit with the opinion writing standards. This outcome is more applicable to the speaking and listening standard 1.

Disagree: This wording is too vague. Please provide some sort of example as to what "workable" means so that it can be fairly assessed.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to the 3-4 broad categories of this standard. These don’t align to the evidence outcomes listed.

Disagree: The essential question is a low level recall question. A higher-level question should be "essential", such as "what can happen if the writer's purpose does not match the audience's needs?" I disagree that the intent of writing is for new writers only. All writers have to revise. This should read something to the effect, "How does the revision process enable any writer to create a better piece of writing?"

Colorado Essential Skills:

Comment: "Knowledge of the Discipline" also needs to be here, with cross-curricular connections. Why do scientists, mathematicians, and all disciplines need good writers? Why do engineers need to be good writers? What happens when they are not?

GLE: 2. Writers use a recursive writing process to create effective informative/explanatory texts to examine a topic and convey ideas and information clearly for a variety of purposes and audiences. (adapted from CCSS: W.5.2)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!
Evidence Outcome: 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)

Evidence Outcome: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)

Evidence Outcome: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)

Evidence Outcome: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)

Evidence Outcome: Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)

Essential Questions:

Evidence Outcome: 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)

Evidence Outcome: 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)

Evidence Outcome: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)
Evidence Outcome: Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)

Agree: (no comment)
Agree: (no comment)
Disagree: The word "conclusion" is misplaced in narrative writing - a sense of closure or strong ending help students to differentiate between narrative writing and informational writing.

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don't align to the evidence outcomes listed.

GLE: 4. With guidance and support from peers and adults, writers use a recursive writing process to produce increasingly longer pieces over extended time, and publish clear and coherent writing with conventions applied consistently.

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this is addressing. 4? 5?

(PG Feedback) Comment: I would like to see cursive as part of the Common Core Standards. Because it is not, writing in cursive has been phased out of elementary schools. This has created students who cannot read cursive and do not have access to this quick way of taking notes. There have been many studies done which show actually writing notes leads to greater understanding than typing notes. I think it is the students' loss that this is no longer a priority in the elementary years.

##### 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)

<li> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)</li>

Agree: (no comment)

##### 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)

Agree: (no comment)
Evidence Outcome: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

Agree: (no comment)

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)

Agree: (no comment)

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. (adapted from CCSS: W.5.6)

Agree: (no comment)

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.W.5.10)

Agree: (no comment)

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed.

Disagree: “Which graphic organizer that we have used may help you with your planning?” This assumes they all students NEED a graphic organizer in order to plan - not true. In fact, it is critical for the students to take responsibility for their learning, which includes developing the habits of thinking independently and creatively. Graphic organizers and thinking maps can stifle students’ creativity and independence, and we should strive to provide the students with the opportunity to organize information and make connections on their own—without the aid of a graphic organizer.

Standard: 4. Research Inquiry and Design

GLE: 1. Present information and ideas gathered from short research projects by summarizing information from a variety of print and digital sources

Disagree: Should say "sources" - plural

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

##### Evidence Outcome: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)

Summarize and support key ideas

Demonstrate comprehension of information with supporting logical and valid inferences

Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience

Agree: (no comment)

Neutral: I don’t know that the bullets are essential. They do kind of clutter up the standards, but they also provide some clarity.

##### Evidence Outcome: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)

Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models)
Online Feedback

Provide documentation of sources used in a grade-appropriate format

Agree: (no comment)

Neutral: I don't know that the bullets are essential. They do kind of clutter up the standards, but they also provide some clarity.

### Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)

Apply grade 5 Reading standards to literature (for example: “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]”). (CCSS: W.5.9a)

<li> Apply grade 5 Reading standards to informational texts (for example: “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). (CCSS: W.5.9b)</li>

Agree: (no comment)

Agree: (no comment)

Essential Questions:

Disagree: Suggest eliminating essential questions OR crafting EQs that align well to this standard. These don’t align to the evidence outcomes listed.

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**Reading, Writing and Communicating Sixth Grade**

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

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

Agree: (no comment)

Agree: (no comment)

Agree: This fits better as the over-arching standard.

Neutral: Although it makes sense to split these 2 oral language grade level expectations into two rather than bundled as they are in the original document, this does make the document more cumbersome overall.

(PG Feedback) Agree:

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

Agree: (no comment)
Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)
  Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)

• Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (CCSS: SL.6.1b)

• Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

• Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (CCSS: SL.6.1d)

Agree: (no comment)

Essential Questions:

Agree: (no comment)

Agree: 1. Comment - Simplify Suggestion - How can a small group organize a discussion?

Agree: (no comment)

Essential Reasoning Skills:

Agree: Something about fact vs. opinion

Agree: (no comment)

Disagree: Comment - Reasoning skill 1 "Identify and question potential bias or faulty assumptions in personal thinking" is developmentally inappropriate and doesn’t fit with the context of the rest of the standards in this section. Suggestion - Delete it.

Colorado Essential Skills:

Agree: #4 says it’s goal is “to address complex global problems," but that makes it sound like a model UN meeting. Perhaps it should be "complex universal problems" instead? The audience half of these skills seems to be different. Some of them seem to be telling the teacher to reach towards, such as #1: "Use interpersonal skills to learn and work with individuals from diverse backgrounds" and some of them seem to be telling the teacher why a skill in that area would be beneficial, such as #5: "Collaboration expands thinking and understanding by integration of others’ ideas and perspectives.” I prefer the former to the latter.

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Stand-
ards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. Comment - Why is 6th the only grade with 3 extra Essential Skills? Suggestion - Eliminate the last 3 essential skills. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement": "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives 5. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it 6. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it 7. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutter the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. Comment - Why is 6th the only grade with 3 extra Essential Skills? Suggestion - Eliminate the last 3 essential skills. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement": "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives 5. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it 6. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it 7. Comment - This is already a reflective statements, not an essential skill. The ideas behind it are already covered in essential skills 1-4. Suggestion - Remove it

Agree: (no comment)

Disagree: These skills are more aligned with social engineering designed to influence the values and views of the students rather than develop communication skills. Strange to find this level of detail in a 6th grade language class.

GLE: 2. Successful presentations incorporate appropriate language, tools, and techniques to meet the needs of their task and purpose.

Agree: (no comment)

Agree: (no comment)
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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

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

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Essential Questions:

Agree: Should #1 say "good" speakers or "successful" speakers?

Agree: (no comment)

Essential Reasoning Skills:

Agree: #4 should include something about sifting through the "abundant" information and properly citing it without hiding behind it.

Agree: (no comment)

Colorado Essential Skills:

Agree: #2 should include something about setting goals before projects and reviewing outcomes after project. The way it’s worded right now makes it sound like you only review goals from previous projects before starting new ones, but are never required to revisit them. #3 seems like a wonderful goal for a self-help book, but a bit self-important for an educational standard.

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety
of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Sugges-
tion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't re-
quired to "educate" other students. Suggestion - Empower group members to realize their potential

Disagree: (no comment)

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

**GLE: 1. Understanding the meaning within different types of literature depends on properly analyzing literary elements.**

*Agree: (no comment)*

*Agree: (no comment)*

(IVER Feedback) *Agree:*

**Evidence Outcome: Use Key Ideas and Details to:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the charac-
ters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

*Agree: (no comment)*

**Evidence Outcome: Use Key Ideas and Details to:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the charac-
ters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

*Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.*

**Evidence Outcome: Use Key Ideas and Details to:**

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
- Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the charac-
ters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

*Agree: Separating the a, b, c, and d with space makes it easier to read.*

**Evidence Outcome: Use Craft and Structure to:**

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative mean-
ings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
- Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)

*Agree: (no comment)*

**Evidence Outcome: Use Craft and Structure to:**

- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative mean-
ings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Integration of Knowledge and Ideas to:
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)

Agree: (no comment)

Evidence Outcome: Use Integration of Knowledge and Ideas to:
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)

Agree: (no comment)

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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

Agree: (no comment)

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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

Agree: (no comment)

Essential Questions:
- Disagree: (no comment)
- Comment: I'm not a big fan of these questions and do not think they really do much in terms of helping teachers understand what they need to teach.

Essential Reasoning Skills:
- Agree: (no comment)

Colorado Essential Skills:
- Disagree: We need to study literature as an academic subject and not as a moral guide for individual values. That takes away the academic rigor of reading for mastery.

GLE: 2. Analyzing informational text requires understanding organization and structure.

Agree: (no comment)

Agree: This wording is much better than the previous wording.

Evidence Outcome: Use Key Ideas and Details to:
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)

Agree: (no comment)

Evidence Outcome: Use Key Ideas and Details to:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.6.1)
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RI.6.2)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (CCSS: RI.6.3)

Agree: (no comment)

Evidence Outcome: Use Craft and Structure to:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCSS: RI.6.4)
- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CCSS: RI.6.5)
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. (CCSS: RI.6.6)

Agree: (no comment)

Evidence Outcome: Use Integration of Knowledge and Ideas to:

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)

Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9)

Agree: (no comment)

Evidence Outcome: Use Integration of Knowledge and Ideas to:

- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)

Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9)

Agree: (no comment)
Evidence Outcome: Use Integration of Knowledge and Ideas to:
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7)
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8)

Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (CCSS: RI.6.9)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Range of Reading and Complexity of Text to:
- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)

Agree: (no comment)

Evidence Outcome: Use Range of Reading and Complexity of Text to:
- By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.6.10)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Agree: (no comment)

Essential Reasoning Skills:
Agree: (no comment)

Colorado Essential Skills:
Agree: The skills relate perfectly with the standard!

GLE: 3. Determining a word’s meaning depends on its structure and use in context.
Agree: (no comment)

(PG Feedback) Disagree: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)
- 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.6.4a)
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS: L.6.4b)
  - Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word</li>
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)
- 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.6.4d)  

Comment: Current proposed language: Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word Isn’t the function of a synonym or antonym to provide context to help students determine meaning many times and thus this overlaps with the first bullet under this standard? 

Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (CCSS: L.6.4)  

• 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.6.4a)  
  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS: L.6.4b)  

• Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word  
• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (CCSS: L.6.4c)  
• 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.6.4d)  

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. 

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)  

• Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5a)  
  Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b)  

• Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). (CCSS: L.6.5c)  

Agree: (no comment) 

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.6.5)  

• Interpret figures of speech (e.g., personification) in context. (CCSS: L.6.5a)  
  Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS: L.6.5b)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). (CCSS: L.6.5c)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.6.6)

**Agree:** (no comment)

**Essential Questions:**

**Agree:** (no comment)

**Essential Reasoning Skills:**

**Agree:** (no comment)

**Colorado Essential Skills:**

**Disagree:** The standard is about word meanings in context, and the essential skills are about author’s purpose, so these do not correlate and do not go together.

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**Standard: 3. Writing and Composition**

**GLE: 1.** Use a recursive writing process to craft arguments that support claim(s) using clear reasons, relevant evidence, and credible sources (adapted from CCSS: W.6.1).

**Agree:** (no comment)

**Disagree:** Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. The great weakness of the ELA CCSS is the omission of persuasive writing and the substitution of argumentative. In the VAST majority of fields, people research both sides and then write persuasively based on the conclusions of their research. CO should adopt persuasive writing standards, which are universally applicable in college and career.

**Agree:** I like this language being highlighted as the GLE.

**(PG Feedback) Comment:** Including language on what techniques specific to the genre are would be helpful. There are evidence outcomes in each grade level, but the standard itself is very broad.

**(PG Feedback) Disagree:** Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

**Evidence Outcome: Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a)**

**Agree:** (no comment)

**Agree:** (no comment)
Evidence Outcome: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS: W.6.1b)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS: W.6.1c)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Establish and maintain a formal style. (CCSS: W.6.1d)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e)

Agree: (no comment)
Agree: (no comment)

Essential Questions:
Agree: (no comment)

Essential Reasoning Skills:
Agree: (no comment)

Colorado Essential Skills:
Disagree: The essential skills are vague. They also do not directly correlate with the evidence outcomes.

GLE: 2. Use a recursive writing process to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (adapted from CCSS: W.6.2)

Agree: (no comment)
Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!

(PG Feedback) Agree: I like the clarity of splitting the information and argument elements of writing, as the CCSS does. I think this helps with alignment.

Evidence Outcome: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.6.2a)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS: W.6.2c)

Agree: (no comment)
Agree: (no comment)
Evidence Outcome: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Establish and maintain a formal style. (CCSS: W.6.2e)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Provide a concluding statement or section that follows from the information or explanation presented. (CCSS: W.6.2f)
   Agree: (no comment)
   Agree: (no comment)

Essential Questions:
   Agree: (no comment)

Essential Reasoning Skills:
   Neutral: (no comment)

Colorado Essential Skills:
   Disagree: These essential skills relate more to rhetoric and argument rather than informational writing. We need the skills to correlate with fact-based writing rather than analytical writing.

GLE: 3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (adapted from CCSS: W.6.3)
   Agree: (no comment)
   Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!
   (PG Feedback) Comment: It's important to teach kids to write layering their narratives with not only the events in the plot, but also telling the emotional experience/connections.

Evidence Outcome: Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CCSS: W.6.3a)
   Disagree: The language is too cumbersome.
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: 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.6.3c)
   Agree: (no comment)
   Agree: (no comment)

Evidence Outcome: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)
   Agree: (no comment)
Evidence Outcome: Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.6.3e)

Comment: This is very broad and isn’t very clear.

Agree: (no comment)

Evidence Outcome: Use a range of stylistic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice.

Agree: This is an improvement where there are specific figurative language examples.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.L.6.2.b & CCSS.L.6.4.c Suggestion - Delete it or use the CCSS.

Essential Questions:

Agree: (no comment)

Essential Reasoning Skills:

Neutral: (no comment)

Colorado Essential Skills:

Disagree: The essential skills should encompass more than just personal narrative; there are other narrative genres that do not fit the essential skills. Otherwise, we need a more specific focus on personal narrative throughout the entire narrative skill set, so teachers know they are only supposed to teach that one genre.

GLE: 4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing.

Comment: Recursive?

Agree: (no comment)

Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this expectation is addressing. 4? 5?

Comment: This seems very laundry-list like. Is there a way to shorten these evidence outcomes? When you compare this to the mode-oriented standards, it seems very lengthy. I would hate for teachers to over-emphasize these elements due to the sheer length.

### Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.6.1)

- <li> Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS: L.6.1a)</li>
- <li> Use intensive pronouns (e.g., myself, ourselves). (CCSS: L.6.1b)</li>
- <li> Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)</li>
- <li> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)</li>
- <li> Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language. (CCSS: L.6.1e)</li>

Agree: (no comment)

Agree: (no comment)

### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CCSS: L.6.2a)

Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.6.2b)

Agree: (no comment)

Agree: (no comment)

##### Evidence Outcome: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)

Vary sentence patterns for meaning, reader/listener interest, and style. (CCSS: L.6.3a)

Maintain consistency in style and tone. (CCSS: L.6.3b)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.) (CCSS: W.6.4)

Agree: (no comment)

Agree: (no comment)

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. (CCSS: W.6.5)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. (adapted from CCSS: W.6.6)

Agree: I like the inclusion of technology.

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.6.10)

Agree: (no comment)

Agree: (no comment)

Essential Questions:

Agree: (no comment)

Essential Reasoning Skills:

Disagree: This fits best under "Speaking and Listening."

Disagree: This fits best under "Speaking and Listening."

Colorado Essential Skills:

Disagree: The essential skills do not correlate with the writing process; rather they are more about classroom interactions. Perhaps these could fit better under "Speaking and Listening."
Standard: 4. Research Inquiry and Design

GLE: 1. The research process entails identifying question(s), assessing the relevance and credibility of multiple sources, synthesizing information, and demonstrating academic integrity.

Agree: (no comment)
Agree: I like the way this is named here and the language of academic integrity rather than plagiarism.

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

(PG Feedback) Agree: I love how this has been simplified from the previous version.

Evidence Outcome: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (CCSS: W.6.7)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8)

Agree: (no comment)
Agree: (no comment)

Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

• Apply grade 6 Reading standards to literature (for example: “Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (CCSS: W.6.9a)
  Apply grade 6 Reading standards to literary nonfiction (for example: “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (CCSS: W.6.9b)

Agree: (no comment)

Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.6.9)

• Apply grade 6 Reading standards to literature (for example: “Compare and contrast texts in different forms or genres [for example: stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (CCSS: W.6.9a)
  Apply grade 6 Reading standards to literary nonfiction (for example: “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (CCSS: W.6.9b)

Agree: (no comment)

Essential Questions:

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Colorado Essential Skills:

Disagree: (no comment)
Disagree: (no comment)
Standard: 1. Oral Expression and Listening

GLE: 1. Small and large group discussions rely on active listening and the effective contributions of all participants

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)
(PG Feedback) Agree:
(PG Feedback) Agree:
(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
  Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

Agree: (no comment)

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
  Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)

Agree: (no comment)

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.7.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.7.1a)
  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
  Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (CCSS: SL.7.1c)
  Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)

Agree: (no comment)

Neutral: "Determine" might be the more appropriate verb, replacing "delineate".

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Neutral: Include an expectation for individual responsibility.

Agree: I love these essential questions!

Essential Reasoning Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn’t make sense. What "best analysis?" Is the "best analysis" someone’s presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives

GLE: 2. Formal presentations require preparation and appropriate delivery techniques.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:
(PG Feedback) Agree:
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)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Agree: (no comment)
Disagree: 2. Comment - I don’t understand what this is asking - How do the ideas...clarify...the idea? Suggestion - Remove it. Otherwise: How do details help clarify a presentation's main idea?

Essential Reasoning Skills:
Agree: (no comment)

Colorado Essential Skills:
Agree: (no comment)
Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren’t required to "educate" other students. Suggestion - Empower group members to realize their potential

Standard: 2. Reading for All Purposes
GLE: 1. Understanding literature requires attention to the connections between interrelated literary elements.
Agree: (no comment)
Disagree: Can this be more specific and state setting, plot and character?
(PG Feedback) Agree:
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)
<li> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)</li>
Agree: (no comment)

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)
<li> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CCSS: RL.7.3)</li>
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Craft and Structure to:
• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)
  Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
Agree: (no comment)

Evidence Outcome: Use Craft and Structure to:
• Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)
  Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Integration of Knowledge and Ideas to:
• Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
  Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)
Agree: (no comment)

Evidence Outcome: Use Integration of Knowledge and Ideas to:
• Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
  Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CCSS: RL.7.9)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)

Agree: (no comment)

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 poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.7.10)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 2. Summarizing and evaluating show understanding of informational texts.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: 4. Read a wide range of informational texts to build knowledge and better understand the human experience. Can this be to better understand the human experience in the 21st century?

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: RI.7.1)
  - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
  - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)

Agree: (no comment)

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: RI.7.1)
  - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CCSS: RI.7.2)
  - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RI.7.4)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (CCSS: RI.7.5)

Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CCSS: RI.7.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### 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)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Range of Reading and Complexity of Text to:

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.7.10)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**GLE: 3. Word choice influences the purpose, tone, and meaning of literary and informational texts.**

**Agree:** (no comment)

**(PG Feedback) Agree:**

**(PG Feedback) Disagree:** This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

#### 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 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)

**Agree:** (no comment)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### 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)

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)
Evidence Outcome: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.7.6)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: 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)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Establish and maintain a formal style. (CCSS: W.7.1d)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)

Agree: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!

(PG Feedback) Agree:

Evidence Outcome: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Establish and maintain a formal style. (CCSS: W.7.2e)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
GLE: 3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (adapted from CCSS: W.7.3)

Agree: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!

(PG Feedback) Agree:

Evidence Outcome: 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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write using stylistic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently addressed in CCSS.W.7.3.b & d. Suggestion - Delete it or use the CCSS

Evidence Outcome: 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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing appropriate to purpose and audience.

Agree: (no comment)
Disagree: Don’t “adapt” the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this is addressing. 4? 5?

(PG Feedback) Agree:

### Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1)

Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). (CCSS: L.7.2a)

<li> Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.</li>

Agree: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 2 is sufficiently covered in CCSS.L.7.2.b & CCSS.L.7.4.c Suggestion - Delete it or use the CCSS

### Evidence Outcome: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (CCSS: W.7.6)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.7.10)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Standard: 4. Research Inquiry and Design

GLE: 1. Generating and answering research questions entails assessing the credibility and accuracy of multiple print and digital sources, quoting or paraphrasing others’ conclusions while avoiding plagiarism, and providing citations in a standard format.

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

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)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.7.8)

Agree: (no comment)

Agree: (no comment)

Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

• Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (CCSS: W.7.9a)

Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (CCSS: W.7.9b)

Agree: (no comment)
Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

- Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (CCSS: W.7.9a)
  
  Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (CCSS: W.7.9b)

Agree: (no comment)

Reading, Writing and Communicating Eighth Grade

Standard: 1. Oral Expression and Listening

GLE: 1. Effective collaborative discussions require participants to be prepared, to follow guidelines, to build on others’ ideas, to think analytically, and to make their own contribution.

Neutral: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others’ ideas, and contributing ideas that benefit the group.

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.8.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)

  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

  <li> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)</li>
  
  <li> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d) </li>

Agree: (no comment)

Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.8.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)

  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

  <li> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)</li>
  
  <li> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d) </li>

Agree: (no comment)
Evidence Outcome: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (CCSS: SL.8.1)

- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.8.1a)
- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.8.1b)

  <li>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS: SL.8.1c)</li>
  <li>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (CCSS: SL.8.1d)</li>

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

 Evidence Outcome: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (CCSS: SL.8.2)

Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

 Evidence Outcome: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. (CCSS: SL.8.3)

Agree: (no comment)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Neutral: (no comment)
Agree: (no comment)
Agree: Love these questions!

Essential Reasoning Skills:

Neutral: (no comment)
Agree: (no comment)
Agree: (no comment)

Colorado Essential Skills:

Neutral: (no comment)
Agree: (no comment)

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best anal-
Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it.

3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts.

4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on.

1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals.

2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts.

4. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.

GLE: 2. Effective presentations are well organized, well developed, and tailored for their purpose and audience.

Agree: (no comment)

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.8.4)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (CCSS: SL.8.5)

Agree: (no comment)

Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.8.6)

Agree: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Neutral: (no comment)

Agree: 1. Comment - Simplify & make more student friendly Suggestion - How can a speaker change delivery techniques based on content or audience’s needs? 2. Comment - Simplify & make more student friendly Suggestion - How does a speaker’s language help or hurt a message?

Agree: 1. Comment - Simplify & make more student friendly Suggestion - How can a speaker change delivery techniques based on content or audience’s needs? 2. Comment - Simplify & make more student friendly Suggestion - How does a speaker’s language help or hurt a message?

Essential Reasoning Skills:

Neutral: (no comment)

Disagree: 2. Comment - Simplify Suggestion - Analyze presentations for purpose, point of view, content, and implications. Reasoning Skills 3 & 4 are NOT developmentally appropriate for 8th graders. That’s why fallacious reasoning is NOT listed in the CCSS until 9th grade. Appeals aren’t listed at all in the CCSS, but they are important. They are also appropriate at the 9th grade level.

Colorado Essential Skills:

Neutral: (no comment)

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential 4. Comment - Why is 8th the only grade with a 4th Essential Skill attached to Speaking & Listening Standard 2? Suggestion - Remove it.

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential 4.
Comment - Why is 8th the only grade with a 4th Essential Skill attached to Speaking & Listening Standard 2? Suggestion - Remove it.

Standard: 2. Reading for All Purposes

GLE: 1. Analyzing literature requires understanding literary elements and evaluating an author's choices.

#### Evidence Outcome: Use Key Ideas and Details to:
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.8.1)

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (CCSS: RL.8.2)

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS: RL.8.3)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RL.8.4)

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CCSS: RL.8.5)

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (CCSS: RL.8.6)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS: RL.8.7)

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (CCSS: RL.8.9)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### 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 poems, at the high end of grades 6–8 text complexity band independently and proficiently. (CCSS: RL.8.10)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 2. Analyzing informational text requires understanding and evaluating an author's choices.

#### Evidence Outcome: Use Key Ideas and Details to:
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CCSS: RI.8.2)

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (CCSS: RI.8.3)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Use Craft and Structure to:

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (CCSS: RI.8.4)
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (CCSS: RI.8.5)
- Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (CCSS: RI.8.6)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

##### Evidence Outcome: Use Integration of Knowledge and Ideas to:

- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (CCSS: RI.8.7)
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (CCSS: RI.8.8)
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (CCSS: RI.8.9)

**Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

**(PG Feedback) Disagree:** This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

##### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (CCSS: L.8.4)

- 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.8.4a)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CCSS: L.8.4b)
- 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.8.4c)
- 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.8.4d)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

#### Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.8.5)
Interpret figures of speech (e.g. verbal irony, puns) in context. (CCSS: L.8.5a)
Use the relationship between particular words to better understand each of the words. (CCSS: L.8.5b)
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bull-headed, willful, firm, persistent, resolute). (CCSS: L.8.5c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.8.6)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Standard: 3. Writing and Composition**

**GLE: 1.** Writers use a recursive writing process to craft well organized and cohesive arguments to support claims with clear reasons and relevant evidence. (adapted from CCSS: W.8.1)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. The great weakness of the ELA CCSS is the omission of persuasive writing and the substitution of argumentative. In the VAST majority of fields, people research both sides and then write persuasively based on the conclusions of their research. CO should adopt persuasive writing standards, which are universally applicable in college and career.

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

Evidence Outcome: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.8.1a)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.8.1b)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Establish and maintain a formal style. (CCSS: W.8.1d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 2. Writers use a recursive writing process to craft informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (adapted from CCSS: W.8.2)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!

Evidence Outcome: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.8.2a)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.8.2b)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.8.2c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.8.2d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Establish and maintain a formal style. (CCSS: W.8.2e)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.8.2f)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.8.3)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple!
Evidence Outcome: 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.8.3a)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write using stylistic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) to express personal or narrative voice

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.8.3.b & d Suggestion - Delete it or use the CCSS

Evidence Outcome: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (CCSS: W.8.3c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

GLE: 4. With some guidance and support from peers and adults, writers use a recursive writing process to produce and publish clear and coherent writing that presents information and ideas effectively and efficiently and that is appropriate to purpose and audience.

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. Keep it simple! Add which CCSS this expectation is referencing 4? 5?

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.8.1)

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (CCSS: L.8.1a)
  - Form and use verbs in the active and passive voice. (CCSS: L.8.1b)
  - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)
  - Recognize and correct inappropriate shifts in verb voice and mood. (CCSS: L.8.1d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)

Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CCSS: L.8.2a)
<li>Use an ellipsis to indicate an omission. (CCSS: L.8.2b)</li>  
Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (adapted from CCSS: L.8.2c)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in CCSS.L.8.2.c & CCSS.L.8.4.c Suggestion - Delete it or use the CCSS.

### Evidence Outcome: Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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.8.5)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (CCSS: W.8.6)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Standard: 4. Research Inquiry and Design**

GLE: 1. Research is a recursive process that includes asking important questions; identifying, locating, and evaluating sources, extracting and synthesizing relevant information, and communicating the answers to others.

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

Evidence Outcome: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (CCSS: W.8.7)

Agree: (no comment)
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Evidence Outcome: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS: W.8.8)

Agree: (no comment)

Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.8.9)

- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). (CCSS: W.8.a)
  
  Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (CCSS: W.8.9b)

Agree: (no comment)

Reading, Writing and Communicating Ninth / Tenth Grade Band

Standard: 1. Oral Expression and Listening

GLE: 1. Effective collaboration demands that each participant comes prepared, knows how to acknowledge and respond to others' ideas, and can evaluate perspective and rhetoric.

Neutral: acknowledge a variety of perspectives
Neutral: (no comment)
Agree: (no comment)
Agree: (no comment)
Comment: This seems repetitive of the EO's...
(PG Feedback) Agree:

(PG Feedback) Neutral:

(PG Feedback) Disagree: Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### 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)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)

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)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

Neutral: these seem very lengthy/wordy
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (CCSS: SL.9-10.3)
Agree: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Agree: (no comment)
Agree: 4. Correct the split infinitive - Why is being able to function effectively in a collaborative group a necessary skill?

Essential Reasoning Skills:
Disagree: 2. Comment - Simplify Suggestion - Articulate and implement a purposeful process to solve a problem. 4. Comment - This is not specifically a Speaking and Listening skill. Suggestion - Either move this to Speaking & Listening standard 2, which more directly correlates with research, or move it to the Research standards and remove it from the Speaking and Listening skills. 5. Comment - I really like the intellectual humility, flexibility, and open-mindedness. The skill needs to be simplified so these ideas don’t get lost. Suggestion: Reflect on personal participation in the group problem-solving process: a. Determine the extent to which they considered competing points of view. b. Examine their own reasoning. c. Recognize the limits of their knowledge (intellectual humility). d. Explore alternative approaches to solving complex problems (intellectual flexibility). e. Receive and act upon constructive criticism (intellectual open-mindedness). 6. Comment - This is already addressed in the first part of skill 4 ("Determine the extent to which they considered competing points of view"). Remove it to reduce redundancy. 7. Comment - The "around a point of view" seems like a confusing misplaced modifier. Suggestion - Organize information and present it from a particular point of view. 8. Comment - Simplify Suggestion - Analyze rhetorical devices.

Colorado Essential Skills:
Agree: (no comment)
Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn’t make sense. What "best analysis?" Is the "best analysis" someone’s presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don’t know what that is saying or
why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts. Simplify - solutions don't have to be sophisticated. Occam's Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.

GLE: 2. Effective presentations are well organized, well developed, credible, and tailored for their purpose and audience.

Agree: (no comment)
Agree: (no comment)
Agree: (no comment)

(PG Feedback) Disagree: I think the phrase "diverse audiences" should be removed.

(PG Feedback) Agree:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

(PG Feedback) Agree:

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

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: Although I can see what kind of result this is asking for, as it is written the EO is very complex and could be difficult to interpret.

Evidence Outcome: Make strategic use of digital media (for example: 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)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)
Evidence Outcome: Use feedback to evaluate and revise the presentation

Agree: (no comment)

Agree: I am not a fan of adding to the CCSS because they already contain more than we can hope to accomplish. However, I see tremendous value in self-reflection. If we are adding this standard at 9th & 10th, it should also be added at 11th & 12th.

Agree: (no comment)

Essential Questions:

Neutral: (no comment)

Agree: 1. Comment - missing commas Suggestion - How do different purposes and audiences affect preparation, content, and language of a presentation? 3. Comment - Whose nonverbal cues? Nonverbal cues don't change presentation intent. A speaker may change delivery based on the audience's nonverbal cues, but the speaker's intent doesn't change. The audience's perception of the speaker's intent may change based on the speaker's nonverbal cues, but the speaker's intent does not change. Suggestion - How can a speaker respond to an audience's nonverbal cues? How might an audience (mis)interpret a speaker's nonverbal cues?

Comment: Your explanation...These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE. So, aren't essential questions higher level? What might be a way to elevate these?

Agree: (no comment)

Essential Reasoning Skills:

Neutral: (no comment)

Disagree: Why are these essential skills a repeat of the essential skills under Standard 1? Repetition makes the standards cluttered and discourages teachers from using them. If the essential skills are the same, post them once for both standards.

Agree: (no comment)

Colorado Essential Skills:

Disagree: I like the wording of 2 but not 1 nor 3.

Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential

Comment: These are some great goals, but I'm not sure if they're "essential skills" - few successful adults are at all inspiring.

Standard: 2. Reading for All Purposes

GLE: 1. Textual analysis of traditional and contemporary texts requires scrutiny and comparison of their literary elements as well as the traditions and historical conditions that influenced their production.

Agree: (no comment)
Disagree: Revise to say, The student will read both literary texts and non-fiction texts to explore the human experience since most authors, without direct experience, fail to understand many situations. The non-fiction texts selected will have an equal weight to those appealing to young males as well as young females. For example, these would be non-fiction texts which would appeal to young males. To Hell and Back by Audie Murphy https://www.barnesandnoble.com/w/to-hell-and-back-audie-murphy/1000476359#; Pork Chop Hill: The American Fighting Man in Action: Korea, Spring 1953 https://www.barnesandnoble.com/w/pork-chop-hill-samuel-l-a-marshall/1000801723?ean=9780898390902; Platoon Leader: A Memoir of Command in Combat by James R. McDonough https://www.barnesandnoble.com/w/platoon-leader-james-r-mcdonough/1100617906?type=eBook; Lone Survivor: The Eyewitness Account of Operation Redwing and the Lost Heroes of SEAL Team 10 https://www.barnesandnoble.com/w/lone-survivor-marcus-luttrell/1100221342

Agree: I like this idea but would want to know the depth that this should be addressed; college literary criticism classes are built around this idea.

(PG Feedback) Agree:
(PG Feedback) Agree:

#### Evidence Outcome: Use Key Ideas and Details to

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)

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)

Analyze how complex characters (for example: 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)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Use Craft and Structure to:

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). CCSS: RL.9-10.7)

Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:
Neutral: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 2 is interesting and valuable; however, we already have way too much to do. Also this level of analysis at a meaningful depth isn't really developmentally appropriate until the college level. Many of these students will not have had classes covering historical context at a sufficient level to really even begin to address this analysis. Plus, when our standards are predicated in content covered in other classes, we run into the challenge of students not taking classes at the same time. One student may have had US History already while another may not be taking it until the end of the year. Suggestion - Delete this standard.

Agree: (no comment)

Evidence Outcome: Use Range of Reading and Complexity of Text to:

By the end of grade 10, 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)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)

Disagree: It is unclear to me why CCSS: RL.9-10.6, which is a standard asking students to analyze the content of texts, has been moved down to be with the text complexity heading. Especially when this standard has not been moved at other grades.

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Essential Questions:

Agree: (no comment)

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Comment: These skills seem to be crossing heavily with social studies; should this be made as a more obvious inter-subject skill set?

GLE: 2. Interpretation of increasingly complex texts requires understanding how the logical progression of ideas develops the texts’ focus.

Agree: (no comment)

Agree: (no comment)

(PG Feedback) Agree:

(PG Feedback) Agree:

Evidence Outcome: Use Key Ideas and Details to:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RI.9-10.2)
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper). (CCSS: RI.9-10.4)

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter). (CCSS: RI.9-10.5)

Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)

By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli’s The Prince, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they influence and address related themes and concepts over the course of time. (Adapted from CCSS: RI.9-10.9)

Comment: Under subpoint 3, please add the Universal Declaration of Human Rights, which is both a world document and a U.S. document, and reflects the perspectives of drafters from the U.S. and all over the world, and which therefore can provide for interesting discussions when compared/contrasted with some of the other texts listed here. I also base this request on the official position statement of the National Council for the Social Studies (NCSS) that states that human rights education (HRE) is a necessity for effective social and civic learning (please see https://www.socialstudies.org/positions/human_rights_education_2014).

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Use Integration of Knowledge and Ideas to:

Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10.8)

By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli’s The Prince, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they influence and address related themes and concepts over the course of time. (Adapted from CCSS: RI.9-10.9)
Neutral: (no comment)

### Evidence Outcome: Use Integration of Knowledge and Ideas to:
Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account. (CCSS: RI.9-10.7)
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8)
By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli’s The Prince, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they influence and address related themes and concepts over the course of time. (Adapted from CCSS: RI.9-10.9)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Neutral: (no comment)

### Evidence Outcome: Use Range of Reading and Complexity of Text to:
<ul>
<li>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. (CCSS: RI.9–10.10)</li>
</ul>
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Essential Questions:
Neutral: (no comment)
Neutral: Knowledge vs Information seems like a philosophical debate, not sure how it fits as an ELA standard

Essential Reasoning Skills:
Agree: (no comment)
Agree: (no comment)

Colorado Essential Skills:
Neutral: (no comment)
Agree: (no comment)
GLE: 3. Context, parts of speech, grammar, and word choice influence the understanding of narrative, argumentative, and informational texts.

Neutral: (no comment)

(PG Feedback) Neutral:

(PG Feedback) Disagree: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

#### Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (CCSS: L.9–10.4)

Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.9-10.4a)

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: analyze, analysis, analytical; advocate, advocacy). (CCSS: L.9-10.4b)

Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (CCSS: L.9-10.4c)

Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.9-10.4d)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

#### Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.9–10.5)

Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text. (CCSS: L.9-10.5a)

<li> Analyze nuances in the meaning of words with similar denotations.  (CCSS: L.9–10.5b)</li>

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.9-10.6)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Essential Questions:

Agree: (no comment)
Agree: (no comment)

**Essential Reasoning Skills:**
Agree: (no comment)
Agree: (no comment)

**Colorado Essential Skills:**
Neutral: (no comment)
Comment: Again, this skill strand is cross-curricular; would like to see this made more obvious in presentation

**Standard: 3. Writing and Composition**

**GLE: 1.** Writers use a recursive writing process to craft arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (adapted from CCSS: W.9-10.1)

Disagree: Please see my comment on g. 11-12 writing std. 1.
Agree: (no comment)
Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious. The great weakness of the ELA CCSS is the omission of persuasive writing and the substitution of argumentative. In the VAST majority of fields, people research both sides and then write persuasively based on the conclusions of their research. Almost no one writes to develop 2 sides equally. CO should adopt persuasive writing standards, which are universally applicable in college and career.
Agree: (no comment)

(PG Feedback) **Neutral:**

(PG Feedback) **Disagree:** Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher’s informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

(PG Feedback) **Agree:**

Evidence Outcome: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counter-claims, reasons, and evidence. (CCSS: W.9-10.1a)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Agree: (no comment)

Evidence Outcome: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. (CCSS: W.9-10.1b)

Neutral: (no comment)
Disagree: The great weakness of the ELA CCSS is the omission of persuasive writing and the substitution of argumentative. In the VAST majority of fields, people research both sides and then write persuasively based
on the conclusions of their research. Almost no one writes to develop 2 sides equally. CO should adopt persuasive writing standards, which are universally applicable in college and career. Or CO should omit the word "fairly." Yes, students should reasonably be expected to respond to counter-claims. However, the goal ought to be persuasion, not "fair development."

**Agree**: (no comment)

**Evidence Outcome**: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1c)

**Neutral**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Agree**: (no comment)

**Evidence Outcome**: Determine purpose for writing and use rhetorical appeals (i.e. ethos, pathos, logos) to address audience expectations and needs.

**Neutral**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Agree**: (no comment)

**Evidence Outcome**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)

**Neutral**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Agree**: (no comment)

**Evidence Outcome**: Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)

**Neutral**: (no comment)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Agree**: (no comment)

**Essential Questions**:

**Agree**: (no comment)

**Agree**: (no comment)

**Essential Reasoning Skills**:

**Comment**: The wording is confusing.

**Agree**: (no comment)

**Colorado Essential Skills**:

**Comment**: The wording is confusing.

**Agree**: (no comment)
GLE: 2. Writers use a recursive writing process to craft informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (adapted from CCSS: W.9-10.2)

Neutral: (no comment)
Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.
Agree: (no comment)

(PG Feedback) Neutral:

(PG Feedback) Comment: The term "genre" is getting distorted and misused; Opinions, Editorials, Research Papers are genre, informational is a Dewey Decimal nonfiction classification.

Evidence Outcome: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.9-10.2b)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CCSS: W.9-10.2d)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.2e)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)
Evidence Outcome: Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.9-10.2f)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Agree: (no comment)

Essential Questions:
Agree: (no comment)
Agree: (no comment)

Essential Reasoning Skills:
Comment: The wording is confusing.
Agree: (no comment)

Colorado Essential Skills:
Agree: (no comment)
Disagree: What does it mean to "create information?" Is this a reference to conducting surveys or other research? Or is the intention to assemble information?

GLE: 3. Writers use a recursive writing process to craft narratives of real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

Neutral: (no comment)
Disagree: Don’t "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.
Agree: (no comment)
(PG Feedback) Neutral:
(PG Feedback) Agree: Again, genre = science fiction, romance, fantasy

Evidence Outcome: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Agree: (no comment)

Evidence Outcome: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.9-10.3b)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Agree: (no comment)

Evidence Outcome: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Evidence Outcome: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.3e)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Evidence Outcome: Use a range of stylistic devices (e.g. poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme or to engage and entertain the intended audience.

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)

Essential Questions:

Agree: (no comment)

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Agree: (no comment)

Colorado Essential Skills:

Comment: Participate effectively in civic life is not something E/LA teachers can control.

Disagree: What does participating in civic life have to do with writing skills? I think this is important, but not sure that it fits here.

GLE: 4. Writers use a recursive writing process to produce, publish, and update individual or shared writing projects that display information flexibly and dynamically and that are appropriate to task, purpose, and audience.

Neutral: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

Agree: (no comment)

(PG Feedback) Neutral:

(PG Feedback) Agree:

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

• Use parallel structure. (CCSS: L.9-10.1a)

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbal) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)
Neutral: (no comment)

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

- Use parallel structure. (CCSS: L.9-10.1a)

  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

  Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Neutral: (no comment)

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1)

- Use parallel structure. (CCSS: L.9-10.1a)

  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)

  Agree: (no comment)

##### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)

Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)

Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.

Neutral: (no comment)

##### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)

Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)

Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This standard is sufficiently covered in CCSS.L.9-10.2.c & CCSS.L.9-10.4.c Suggestion - Use the CCSS

##### Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)

Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)

Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.

Agree: (no comment)
Evidence Outcome: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)

Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type (adapted from CCSS: L.9-10.3a)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.9-10.4)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (CCSS W.9-10.10)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Agree: (no comment)

Agree: (no comment)

Essential Reasoning Skills:

Agree: (no comment)

Agree: (no comment)
Colorado Essential Skills:

Agree: (no comment)
Agree: (no comment)

Standard: 4. Research Inquiry and Design

GLE: 1. Synthesize multiple, authoritative literary or informational sources in order to answer a question or solve a problem, creating cohesive research projects that show an understanding of the subject.

Neutral: (no comment)
(PG Feedback) Neutral:

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

Evidence Outcome: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

Neutral: (no comment)
Agree: (no comment)

Evidence Outcome: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)

Neutral: (no comment)
Agree: (no comment)

Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)

Apply grades 9-10 Reading standards to literature (for example: "Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). (CCSS: W.9-10.9)

Apply grades 9-10 Reading standards to literary nonfiction (for example: "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). (CCSS: W.9-10.9)

Neutral: (no comment)
Agree: (no comment)

Essential Questions:

Disagree: "How do researchers avoid flawed premises from the outset of a project?" means...?

Essential Reasoning Skills:

Comment: Typo makes it confusing.

Colorado Essential Skills:

Comment: Perhaps the type of technology should be specified.
Reading, Writing and Communicating Eleventh / Twelfth Grade Band

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

**GLE: 1. Effective collaboration demands that each participant comes prepared, knows how to acknowledge and respond to others' ideas, and can evaluate perspective and rhetoric.**

**Agree**: Standards should be as direct as possible. Since nothing else under this standard delineates between members and leaders, the standard shouldn't either. Also, topic and issue are essential synonyms. Don't clutter the standard with unnecessary redundancy. Suggestion: Productive collaboration demands that each participant comes prepared, operates within guidelines, considers a full range of positions on a topic, and evaluates responses.

### 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)

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.9-10.1a)

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)

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (CCSS: SL.9-10.1c)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (CCSS: SL.9-10.1d)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

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

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.** (CCSS: SL.9-10.3)

**Agree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Essential Questions:**

**Agree**: 4. Comment - Correct the split infinitive Suggestion - Why is being able to function effectively in a collaborative group a necessary skill?

**Essential Reasoning Skills:**

**Disagree**: 2. Comment - Simplify Suggestion - Articulate and implement a purposeful process to solve a problem. 4. Comment - This essential reasoning skill should be moved down to Speaking and Listening Standard 2 or moved to the Research standards and removed from the Speaking & Listening standards.
Comment - I really like the intellectual humility, flexibility, and open-mindedness. The skill needs to be simplified so these ideas don't get lost. Suggestion: Reflect on personal participation in the group problem-solving process: a. Determine the extent to which they considered competing points of view. b. Examine their own reasoning. c. Recognize the limits of their knowledge (intellectual humility). d. Explore alternative approaches to solving complex problems (intellectual flexibility). e. Receive and act upon constructive criticism (intellectual open-mindedness). 6. Comment - This is already addressed in the first part of skill 4 ("Determine the extent to which they considered competing points of view"). Remove it to reduce redundancy. 7. Comment - The "around a point of view" seems like a confusing misplaced modifier. Suggestion - Organize information and present it from a particular point of view. 8. Comment - Simplify Suggestion - Analyze rhetorical devices.

Colorado Essential Skills:

**Disagree:** 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone's presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Simplify, and eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Effectively use oral, written, and nonverbal communication skills in a variety of forms and contexts. 4. Comment - Simplify. Solutions should not be required to be "sophisticated." Occam's Razor says the simplest solution is usually the best. "Global" implies "complex," so eliminate the redundancy. "Interdisciplinary" implies "with others" and contradicts "independently." Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.

**Disagree:** 1. Productive collaboration demands that group members and leaders come prepared, operate within guidelines, ensure a hearing for a full range of positions on a topic or issue, and evaluate responses.

**Neutral:** (no comment)

**Disagree:** Standards should be as direct as possible. Since nothing else under this standard delineates between members and leaders, the standard shouldn't either. Also, topic and issue are essential synonyms. Don't clutter the standard with unnecessary redundancy. Suggestion: Productive collaboration demands that each participant comes prepared, operates within guidelines, considers a full range of positions on a topic, and evaluates responses.

**Neutral:** (no comment)

**Disagree:** This is odd phrasing: "...ensure a hearing for a full range of positions on a topic or issue..." I am not exactly sure what "hearing" is meaning in this context.

**(PG Feedback) Neutral:**

**(PG Feedback) Disagree:** Collaborate effectively by actively listening, being respectful, posing thoughtful questions, acknowledging others' ideas, and contributing ideas that benefit the group.

**(PG Feedback) Agree:**

**(PG Feedback) Agree:** Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

**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 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)

  Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

Neutral: (no comment)

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 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.11-12.1)

• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (CCSS: SL.11-12.1c)

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1d)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Agree: (no comment)
Evidence Outcome: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (CCSS: SL.11-12.3)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Neutral: (no comment)

Evidence Outcome: Listen critically to evaluate the overall effectiveness of the presentation including its accuracy, relevance, organization, and oral delivery techniques.

Neutral: Changing the standard from being about an individual speaker to listening to the effectiveness of a presentation makes me think that this is not about an individual speaker over the course of a discussion, but rather, considering a speaker giving a stand-alone presentation.
Disagree: This standard is redundant. It is sufficiently covered in CCSS: SL.11-12.3.
Neutral: (no comment)
Agree: (no comment)

Essential Questions:

Agree: (no comment)
Disagree: Good questions! Suggestion: 3. When is something in life perceived as accurate and relevant to experiences, and yet wrong? - This doesn't make any sense at all. When is something... accurate... and yet wrong? 5. Correct the split infinitive - Why is being able to function effectively in a collaborative group a necessary skill?
Agree: (no comment)

Essential Reasoning Skills:

Disagree: The wording is excessive.
Disagree: 2. Comment - Simplify Suggestion - Articulate and implement a purposeful process to solve a problem. 4. Comment - I really like the intellectual humility, flexibility, and open-mindedness. The skill needs to be simplified so these ideas don’t get lost. Suggestion: Reflect on personal participation in the group problem-solving process: a. Determine the extent to which they considered competing points of view. b. Examine their own reasoning. c. Recognize the limits of their knowledge (intellectual humility). d. Explore alternative approaches to solving complex problems (intellectual flexibility). e. Receive and act upon constructive criticism (intellectual open-mindedness). 5. Comment - This is already addressed in the first part of skill 4 ("Determine the extent to which they considered competing points of view"). Remove it to reduce redundancy. 6. Comment - The "around a point of view" seems like a confusing misplaced modifier. Suggestion - Organize information and present it from a particular point of view. 7. Comment - Simplify Suggestion - Analyze rhetorical devices. 8. Comment - "Carefully attend" isn’t measurable. Suggestion - Describe the influence of language, bias, or false premises
Neutral: (no comment)

Colorado Essential Skills:

Disagree: Comment - Repeating these exact Essential Skills with every Grade Level Expectation at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Simplify Suggestion - Use interpersonal skills to work with diverse individuals 2. Comment - This essential skill is not explicitly tied to speaking & listening, and the end doesn't make sense. What "best analysis?" Is the "best analysis" someone’s presentation? Are you expecting students to evaluate presentations? Suggestion - Remove it. 3. Comment - Eliminate redundancy: ideas is basically synonymous with
thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "Communication: (using information and communications technologies). I don't know what that is saying or why it is attached to this Essential Skill. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion - Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts. Simplify - solutions don’t have to be sophisticated. Occam’s Razor tells us the simplest answer is usually the best. Eliminate redundancy - "Apply knowledge and skills" is how we "implement". "Global" implies "complex." "Interdisciplinary" implies "with others" and contradicts "independently. Suggestion - Implement appropriate and workable solutions to address global problems using interdisciplinary perspectives.

**GLE: 2. Effective presentations are well organized, well developed, credible, and tailored for their purpose and audience.**

- **Agree:** (no comment)

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

- **Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)

- **Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome:** Make strategic use of digital media (for example: 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)

- **Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**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)

- **Agree:** Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Evidence Outcome:** Use feedback to evaluate and revise the presentation

- **Agree:** I am not a fan of adding to the CCSS because I think they have more than we could ever hope to accomplish. However, I do see the powerful value in self-reflection.

**Essential Questions:**

- **Disagree:** 1. Comment - Add commas Suggestion - How do different purposes and audiences affect preparation, content, and language of a presentation? 3. Comment - Whose nonverbal cues? Nonverbal cues don't change the actual intent. A speaker's nonverbal cues can change the audience's perception of the intent, or the audience's nonverbal cues can change the speaker's delivery of the intent. The intent, however, remains the same. Suggestion - How can a speaker's nonverbal cues affect a presentation? How can a speaker adjust a presentation based on the audience's nonverbal cues?
Essential Reasoning Skills:

Disagree: Why are these essential skills a repeat of the essential skills under Standard 1? Repetition makes the standards cluttered and discourages teachers from using them. If the essential skills are the same, post them once for both standards.

Colorado Essential Skills:

Disagree: 1. Comment - Simplify. Get rid of multi-lingual. That is a valuable way to communicate, but it is not a requirement for every student. Suggestion - Articulate ideas effectively using oral, written and non-verbal communication in a variety of forms and contexts. 2. Comment - The last part of the sentence, "through reflection upon prior outcomes," isn't clear. Suggestion - Set personal goals and evaluate personal attainment of those goals. 3. Comment - "Educate" doesn't fit with the "to realize their potential." Suggestion - Enable others to realize their potential

GLE: 2. Effective presentations integrate credible, accurate information into appropriate media and formats to meet an audience's needs.

Neutral: (no comment)

Agree: (no comment)

Agree: Suggestion - to meet audiences' needs. I am not a fan of adding to the CCSS because I think they have more than we could ever hope to accomplish. However, I do see the powerful value in self-reflection. If we are going to add Evidence Outcome e. "Use feedback to evaluate and revise the presentation" to 9th & 10th, we should also add it to 11th & 12th.

(PG Feedback) Neutral:

(PG Feedback) Agree:

(PG Feedback) Agree:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (CCSS: SL.11-12.2)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)

Neutral: (no comment)

Agree: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)

Neutral: (no comment)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)

Neutral: (no comment)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Neutral: (no comment)
Agree: (no comment)
Agree: 5. Comment - Simplify Suggestion - What connections are there between print text structures (such as chronology, description, proposition-support) and the development of oral content? 6. Comment - Avoid assumed conclusions (it is important). Suggestion - Why does a speaker use certain vocabulary for a specific audience? (For example, why would a speaker use scientific terms when speaking to biologists?)

Essential Reasoning Skills:

Neutral: (no comment)
Agree: (no comment)
Disagree: Why are these essential skills a repeat of the essential skills under Standard 1? Repetition makes the standards cluttered and discourages teachers from using them. If the essential skills are the same, post them once for both standards.

Colorado Essential Skills:

Disagree: It is hard to foresee #3 happening.
Neutral: (no comment)
Disagree: Comment - Repeating these exact Essential Skills at every Grade Level clutters the presentation of the Colorado Academic Standards and completely distracts from the differentiated information at each grade level. This clutter and redundancy is one of the reasons I encouraged my district to forego Colorado Academic Standards and just use the Common Core State Standards. Suggestion - Post this information once with the Prepared Graduate Statements and move on. 1. Comment - Eliminate redundancy: ideas is basically synonymous with thoughts; forms is basically synonymous with oral, written and nonverbal communication skills. Eliminate "including multi-lingual." Although multi-lingual is valuable, it is not essential. Suggestion: Articulate ideas effectively using oral, written and nonverbal communication skills in a variety of contexts 2. Comment - The second part of this essential skill is unclear. What prior outcomes? Suggestion - Set personal goals and reflect on the attainment of those goals 3. Comment - Students aren't required to "educate" other students. Suggestion - Empower group members to realize their potential

Standard: 2. Reading for All Purposes

GLE: 1. Textual analysis of complex literature requires the use of analytical, interpretive, and evaluative critical reading strategies.

Neutral: (no comment)
Neutral: Redundant - take out the word "critical"
(PG Feedback) Neutral:
(PG Feedback) Agree:
(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12
Evidence Outcome: Use Key Ideas and Details to:
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CCSS: RL.11-12.2)
Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Craft and Structure to:
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CCSS: RL.11-12.4)
Analyze how an author’s choices concerning how to structure specific parts of a text (for example: 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)
Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement). (CCSS: RL.11-12.6)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Integration of Knowledge and Ideas to:
By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example a play by Shakespeare and/or a play by an American dramatist.) (CCSS: RL.11-12.7)
By the end of 12th grade, demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (CCSS: RL.11-12.9)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use Range of Reading and Complexity of Text to:
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.11-12.10)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.
Essential Questions:

**Disagree**: These seem more like 9th and 10th grade questions. Maybe they should switch.

Essential Reasoning Skills:

**Neutral**: (no comment)

Colorado Essential Skills:

**Comment**: Should 11th & 12th be so similar to 9th & 10th's?

**Disagree**: Redundant - take out the word "communication" Unnecessary - take out multi-lingual--Integrating multi-lingual is beneficial, not essential

**GLE: 2. Interpreting and evaluating complex informational texts requires the use of various critical reading strategies to determine accuracy, reliability, and usefulness of information**

**Neutral**: (no comment)

**(PG Feedback) Neutral:**

**(PG Feedback) Agree**: + Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

#### Evidence Outcome: Use Key Ideas and Details to:

- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.1)
  
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.2)
  
- Analyze and evaluate the effectiveness of an author's structure in an essay, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)
  
- 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)

**Disagree**: The addition of prediction takes students away from text-based inferences. Additionally, it is confusing that it is a skill introduced in RI, but not RL as well. Finally, it is confusing that this bullet does not have a listed standard code.

**Neutral**: (no comment)

**Disagree**: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 4 is sufficiently covered by CCSS W.11-12.7-9. Suggestion - Delete it or use the CCSS. Comment - Bullet 5 is a variation of CCSS RI.11-12.6. Suggestion - Delete it or use the CCSS.

#### Evidence Outcome: Use Craft and Structure to:

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines "faction" in Federalist No. 10). (CCSS: RI.11-12.4)

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS: RI.11-12.5)
Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Integration of Knowledge and Ideas to:
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

### Evidence Outcome: Use Range of Reading and Complexity of Text to:
By the end of grade 11, read and comprehend literary nonfiction in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.11-12.10)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

**Essential Questions:**

Agree: (no comment)

**Essential Reasoning Skills:**

Agree: (no comment)

**Colorado Essential Skills:**

Comment: Are 6 and 7 saying that we need Science and History texts? If so, we agree.

GLE: 3. Knowledge of language, including word choice, syntax and grammar, influence the understanding of narrative, argumentative, and informational texts.

Neutral: (no comment)

(PG Feedback) Neutral

(PG Feedback) Disagree: This standard encompasses too many ideas. First, “understand” isn’t a measurable or meaningful verb. Then, “language functions” and “word-learning strategies” apply to the READING standards while “choices for meaning or style” explicitly applies to WRITING. The “effective choices” can be completely eliminated because it’s already encompassed in SPEAKING standard 2 under “effective oral presentations” and in WRITING standards 6-7 under “techniques specific to the genre.” By making this elimination, the standard fits entirely within the READING standards. Example: Interpret language effectively in different contexts. Apply word-learning strategies to assist comprehension.

(PG Feedback) Agree: Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12
Evidence Outcome: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (CCSS: L.11-12.4)

- Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (CCSS: L.11-12.4a)
  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable). (CCSS: L.11-12.4b)
  Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS: L.11-12.4c)
  Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.11-12.4d)

Neutral: (no comment)

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)

- Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
  Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)

Neutral: (no comment)

Evidence Outcome: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS: L.11-12.5)

- Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text. (CCSS: L.11-12.5a)
  Analyze nuances in the meaning of words with similar denotations. (CCSS: L.11-12.5b)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS: L.11-12.6)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Comment: #5 seems too broad.
Essential Reasoning Skills:
- Neutral: (no comment)

Colorado Essential Skills:
- Neutral: (no comment)

Standard: 3. Writing and Composition

GLE: 1. Writers use a recursive writing process to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (adapted from CCSS: W.11-12.1)

- Disagree: It is unclear to me why the main action here is not about the mode of student writing (or that students actually write), but instead, it is about using a process. Could the standard be revised so that the key action of the standard is about writing (e.g. "Write arguments to support claims using a recursive writing process...")
- Neutral: (no comment)
- Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Neutral:

(PG Feedback) Disagree: Rarely if ever do people write this style of argumentation in life. I certainly never have. Researching 2 sides to develop an understanding of a topic is valuable. However, once the research is done, the purpose of writing becomes to persuade the audience to agree with the researcher's informed conclusions. The omission of persuasive writing and the presence of this exclusively objective and impersonal style of argumentative writing is the single greatest downfall of the ELA CCSS. No editorial, speech, letter, etc ever equally develops both sides of an argument. That style is just a variation of informative writing (which is exactly why the PARCC test did not assess argumentative writing (standard 1) at any grade-level according to the PARCC item maps but rather assessed informative writing (standard 3) with 2 test variations: research and literary analysis). Persuasive writing is entirely different and absolutely essential in life! Persuasive writing standards should be the addition the CO makes to the CCSS.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS: W.11-12.1a)

- Neutral: (no comment)
- Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS: W.11-12.1b)

- Neutral: (no comment)
- Disagree: This is the great weakness of the ELA CCSS. In the VAST majority of fields, people research both sides and then write persuasively based on the conclusions of their research. Almost no one writes to develop 2 sides equally. CO should adopt persuasive writing standards, which are universally applicable in college and career. Or CO should omit the word "fairly." Yes, students should reasonably be expected to respond to counter-claims. However, the goal ought to be persuasion, not "fair development."
Evidence Outcome: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.11-12.1c)

Disagree: Ohhhhh. Give me hemlock. Clean this up. "Link the sections, create cohesion and clarify the relationships of ideas:" <-that's your point, right? Of course a writer "will use words, etc." Omit that. It seems you are asking for a higher level of sophistication by 11-12 grades, here. Then state something like, "Use rhetorical devices, schemes or tropes to link the sections, create cohesion and clarify the relationships of ideas."

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.1d)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.11-12.1e)

Disagree: Why WHY is it necessary to tell teachers to make sure there's a conclusion? And to make the matter more insulting, you're asking that the conclusion essentially be a summary. That's NOT what a good conclusion does. Omit.

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Comment: Are we changing the term from counterclaim? Aren't these too easy for 11th &12th?

Essential Reasoning Skills:

Neutral: (no comment)

Colorado Essential Skills:

Disagree: Eliminate 1 and 3. These are babble, fluff, and are poorly worded. The point in this standard is to write well.

Comment: skills seem the same

GLE: 2. Writers use a recursive writing process to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (adapted from CCSS: W.11-12.2)

Disagree: Please see the comment around writing std. 1.

Neutral: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Neutral:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12
Evidence Outcome: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.11-12.2a)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CCSS: W.11-12.2b)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.11-12.2c)

Disagree: Completely omit. This is redundant. See the previous standard, Standard 1, item #c.
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (CCSS: W.11-12.2d)

Disagree: Again, redundant. Omit.
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.11-12.2e)

Disagree: Again, Redundant. Omit. (See Standard 1, Item d.)
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic). (CCSS: W.11-12.2f)

Disagree: Omit. Ridiculous.
Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Comment: Again, these seem like they should be flipped with 9th & 10th.

Comment: Your explanation...These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE. So, aren’t essential questions higher level? Do these all push towards higher level thinking?
Essential Reasoning Skills:

Neutral: (no comment)

Colorado Essential Skills:

Comment: These are very similar to #6.

GLE: 3. Writers use a recursive writing process to craft engaging and significant narratives of real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (adapted from CCSS: W.11-12.3)

Disagree: Same comment about W.1.

Neutral: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Neutral:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.11-12.3a)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. (CCSS: W.11-12.3b)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (for example: a sense of mystery, suspense, growth, or resolution). (CCSS: W.11-12.3c)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.11-12.3d)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:

Neutral: (no comment)
Essential Reasoning Skills:

Disagree: The syntax is clunky and doesn't make sense in Item #1. "Participate in real word writing" is good enough.

Comment: These are not challenging enough.

Colorado Essential Skills:

Disagree: Omit #5. You want teachers to teach reading and writing, AND get kids to participate in civic life?

Neutral: (no comment)

GLE: 4. Writers use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback; writers produce clear and coherent writing appropriate to task, purpose, and audience.

Agree: (no comment)

Neutral: (no comment)

Disagree: Don't "adapt" the CCSS. Just use the CCSS. "Recursive writing process" sounds pretentious.

(PG Feedback) Neutral:

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
  
  Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS: L.11-12.1b)

  Comment: This Standard should be listed in the Number ONE position as it is the most important skill a graduate must master. Nowhere in these writing standards do I see anything about plagiarism, yet plagiarism occurs every day—and rarely do teachers have the time to be Dick Tracy. Can we write something positive about recognizing plagiarism, and NOT plagiarizing? Like, maybe, you don't graduate if you plagiarize? That's a little heavy, I guess, and not so positive.

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
  
  Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS: L.11-12.1b)

Neutral: (no comment)

Evidence Outcome: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.11-12.1)

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (CCSS: L.11-12.1a)
  
  Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS: L.11-12.1b)

  Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)

- Observe hyphenation conventions. (CCSS: L.11-12.2a)
Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.11-12.2b)

Neutral: (no comment)

Evidence Outcome: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.11-12.2)

- Observe hyphenation conventions. (CCSS: L.11-12.2a)
  
  Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary. (CCSS: L.11-12.2b)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)

- Vary syntax for effect, consulting references (for example, Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)

Neutral: (no comment)

Evidence Outcome: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS.ELA-Literacy.L.11-12.3)

- Vary syntax for effect, consulting references (for example, Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (CCSS: L.11-12.3a)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.) (CCSS: W.11-12.4)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.11-12.5)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS: W.11-12.6)

Neutral: (no comment)

Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Evidence Outcome: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (for example, essay, poetry, and literary nonfiction). (CCSS W.11-12.10)

Neutral: (no comment)
Agree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish.

Essential Questions:
Agree: (no comment)
Comment: Your explanation...These "big picture" questions ask students to more deeply explore the concepts and skills expressed in the GLE. So, aren't essential questions higher level? What might you do to elevate some of these questions?

Essential Reasoning Skills:
Agree: (no comment)

Colorado Essential Skills:
Agree: (no comment)

Standard: 4. Research Inquiry and Design

GLE: 1: Synthesize multiple, authoritative literary or informational sources in order to answer questions or solve problems, designing and creating well-organized and developed research projects that defend information, conclusions, and solutions.

Disagree: (Have taught 10-12 grades English 40 years, now retired) I would add that adequate research skills include the ability to criticize (or question) information, not only to defend it. If our grads intend to continue their education in college, typical entry-level college classes tend to develop future researchers, researchers who question. Otherwise, your statement is satisfactory.

Neutral: (no comment)

Comment: Does this simply regurgitate the PG?

(PG Feedback) Neutral:

(PG Feedback) Disagree: Standards should be as simple as possible. Analyze is not the end goal; evaluation is. Also, run-on sentences don't help. Who said standards needed to be written in single sentences. Example: Gather information from a variety of sources. Evaluate source quality and relevance. Use diverse sources ethically to answer complex questions.

(PG Feedback) Agree: +Tighter and fewer than past competencies which were too discreet + A strong shift in supporting where are students are moving, all of them, K-12

Evidence Outcome: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.11-12.7)

Disagree: Again, not all research solves problems. I would lessen the emphasis on solving problems for kids who just earned a driver's license (young people). At this stage in their academic lives, kids really need to know how to criticize and evaluate information they receive in their world. The goal, here, should be to question, to find logical incongruities within the data/information or the topic they are studying, and then to raise those problems in their "research" paper. At this stage, most kids are NOT really doing research; they are gathering information and writing a paper. Call it a "documented essay." Students ought to be thoughtful analyzers of information, constantly aware of inaccuracies, bias, or even propaganda--especially in 2017 and beyond. Change your outcome to reflect this. Please.

Neutral: (no comment)
Agree: (no comment)
Evidence Outcome: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

Neutral: (no comment)
Agree: (no comment)

Evidence Outcome: Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources

Neutral: (no comment)
Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - This outcome is sufficiently covered in the CCSS.W.8.1.b and CCSS.SL.11-12.2 Suggestion - Delete it or use the CCSS.

Evidence Outcome: Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)

Disagree: This is poorly worded. "Properly document sources using an approved style (MLA or APA for example)." Most kids will slap a parenthetical citation after a quote. They think that's proper citation. But what you are missing regarding the much-needed outcome for a graduate is the ability to accurately paraphrase, summarize or write a precis from an original source. Kids constantly MIS-interpret original sources. They jot the topic in their sentence and then fly off to some wild hair of an idea that usually has little to do with correct inference or simple re-stating of the original source. Please add this outcome: Students can accurately paraphrase, summarize or infer information from an original source.
Neutral: (no comment)

Disagree: Our evidence outcomes should be completely and only Common Core State Standards. They already encompass more than we can hope to accomplish. Comment - Bullet 9 outcome is sufficiently covered in CCSS.L.9-10.3.a Suggestion - Delete it.

### Evidence Outcome: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)

Apply grades 11-12 Reading standards to literature (for example: "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). (CCSS: W.11-12.9a)

Apply grades 11-12 Reading standards to literary nonfiction (for example: "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]"). (CCSS: W.11-12.9b)

Disagree: Eliminate this. The teachers in my school simply read this to teach any non-fiction document from U.S. history, and to teach one work from 18C, 19C and 20C each, and to write a crappy paper connecting all three. Teachers are swamped! Let them design their curriculum with local direction. Let them teach kids HOW to think. Stuff like this is great in fantasy-land where all parents encourage education and literally support their kids in their homework by making time for kids to do it and the parents have lots of money and BMWs in the driveway....Hell, kids are graduating and can’t even write a complete sentence. And you want to add this?! Let’s help kids THINK. Let teachers breathe so THEY can teach kids ways to think and write.

Neutral: (no comment)
Agree: (no comment)
Essential Questions:

Agree: (no comment)

Essential Reasoning Skills:

Disagree: Number 3 in this section is a great idea, but it’s weak. Most emancipated or post-graduate kids will not even read the contract for their apartment, or the contract for renter’s insurance if they think to buy it. Graduates need to have the reading skills to understand legal documents. Isn’t that what you intend here? "Read and understand before you sign." What you have written, "transfer research skills to real world situation," is a mess. How is a teacher to interpret this? What is a teacher really going to do in a classroom to cover this standard? My Gawd. Who writes this stuff? Do you know what teachers are dealing with in the classroom, every day? I’m sure you have other retired teachers working on this--but we’re all losing sight of common sense expectations of what teachers can do. Stuff like this makes good teachers want to get out of the profession; it certainly does not attract intelligent, young professionals to get in to the profession.

Agree: (no comment)

Colorado Essential Skills:

Agree: (no comment)