

Standards / comments or suggestions		Comments/notes from on-line review				small group recommendation	small group rationale	final recommendation	final rationale
STANDARDS WITH RECOMMENDED CHANGES									
	Description	New Grade level suggestion	New Description Please explain how you would break up the standard:	Comments	From				
Reading for Literature									
Standard 4									
CCSS.ELA-Literacy.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Grade 3 / Grade 4 / Grade 6 English Language Arts		In 2nd grade students are just beginning to get meaning out of text as written language. The development of that text is beyond what they should be focusing on. They are building vocabulary and fluency. Alliteration and rhythm can be analyzed by older students.	TEACHER & PARENT GUARDIAN	Keep at 2nd grade. With guidance and support from adults, identify and describe how Provides bridge from 1st to RL.3.4.	With guidance and support, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	ACTIONABLE	Review committee improved language to clarify how standard bridges from 1st grade to 3rd grade Standard 4.
CCSS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	N/A	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 heightened language. (or exaggerated language)	"particularly fresh, engaging, or beautiful" are too subjective.	RETIRED TEACHER	Powerful is a more generically encompassing word that allows educators to flexibly choose powerfully-worded texts of all types, not just the listed adjectives.	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 powerful language that is particularly fresh, engaging, or beautiful.	ACTIONABLE	Powerful is a more generically encompassing word that allows educators to flexibly choose powerfully-worded texts of all types, not just the listed adjectives.
Standard 9									
CCSS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Grade 6 English Language Arts	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works including describing how the material is rendered new.	Why do you have only specified Bible? Why not leave is with religious text? You should learn to tell when writing will have prejudice toward one side or the other. For example: The Bible is very prejudice towards theism, whereas the Anti-theist's Bible is very prejudice toward the theory of anti-theism. You should learn how to tell if a book is prejudiced towards one side or another, and be able to find a non-prejudiced book to do research in if possible.	SCHOOL DIST. STAFF / STUDENT	To standardize the format with other standards which gives examples of text, we changed "such as the Bible" to the recommended wording.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.	ACTIONABLE	To standardize the format with other standards which gives examples of text, we changed "such as the Bible" to the recommended wording.
CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	N/A	Demonstrate knowledge of world lit from the eighteenth-, nineteenth- and early-twentieth-century including foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		TEACHER	The public concern was in requiring teachers to use American literature two years in a row. We agreed with the need to clarify the standard.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature and other literary canons, including how two or more texts from the same period treat similar themes or topics.	ACTIONABLE	Committee addressed the public concern and allowed for local control of curricular decisions.
Reading for Informational Text									

CCSS.ELA-Literacy.L.1 1-12.2a	Observe hyphenation conventions.	N/A		It seems really strange that hyphens are given their own standard. Should it be with observing punctuation rules?	TEACHER	To standardize the verb with the preceding L.2 standards, we recommend changing "observe," which is a passive verb, to "use," which implies application of the skill. Using the verb "observe," singles this standard out, which was the concern of the comment; changing the verb creates standardized punctuation progression across the language standard.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use Hyphenation conventions b. Spell Correctly	ACTIONABLE	To standardize the verb with the preceding L.2 standards, we recommend changing "observe," which is a passive verb, to "use," which implies application of the skill.
Writing									
Standard 1									
CCSS.ELA-Literacy.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.					Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 4: Add (d) *Existing (d) becomes (e)
CCSS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.					Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 5: Add (d) *Existing (d) becomes (e)

CCSS.ELA-Literacy.W.6.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and				Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented.	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 6: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)
CCSS.ELA-Literacy.W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.				Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 7: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)
CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.				Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 8: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)

CCSS.ELA-Literacy.W.9-10.1					<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 4-12 Grade 9-10: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)
CCSS.ELA-Literacy.W.11-12.1					<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)		Expanding upon Existing Standard grades 4-12 Grade 11-12: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)

WHST.6-8.1	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>				WITH CHANGES TO ELA/LIT STANDARDS, CHANGES MOVED TO SS/HISTORY, SCI, AND TECH SUBJECTS AS WELL	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 6-12 for Literacy across content areas. Grade 6-8: Add (d) *Existing (d) becomes (e) *Existing (e)
WHST.9-10.1	<p>1. Write arguments focused on discipline-specific content.</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>				WITH CHANGES TO ELA/LIT STANDARDS, CHANGES MOVED TO SS/HISTORY, SCI, AND TECH SUBJECTS AS WELL	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 6-12 for Literacy across content areas. Grade 9-10: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)

WHST.11-12.1	<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>					WITH CHANGES TO ELA/LIT STANDARDS, CHANGES MOVED TO SS/HISTORY, SCI, AND TECH SUBJECTS AS WELL	d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. Existing (d) becomes (e); existing (e) becomes (f)	ACTIONABLE	Expanding upon Existing Standard grades 6-12 for Literacy across content areas. Grade 11-12: Add (d) *Existing (d) becomes (e) *Existing (e) becomes (f)
Standard 6									
CCSS.ELA-Literacy.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.					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.	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.	ACTIONABLE	Review committee agreed to improve language that affected standard <u>grades 2-5</u> to better support grade level appropriate standard.
CCSS.ELA-Literacy.W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	N/A		Our schools do not have enough computers or time to adequately teach keyboarding or how to use word processing software.	TEACHER	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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs)	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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs)	ACTIONABLE	Review committee agreed to improve language that affected standard <u>grades 2-5</u> to better support grade level appropriate standard.
CCSS.ELA-Literacy.W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.				ADMIN	d. Use precise language and domain-specific vocabulary to support the opinion piece. Existing (d) becomes (e)	d. Use precise language and domain-specific vocabulary to support the opinion piece. Existing (d) becomes (e)	ACTIONABLE	Review committee agreed to improve language that affected standard <u>grades 2-5</u> to better support grade level appropriate standard.

CCSS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Grade 7 English Language Arts		I believe having sufficient keyboarding skills to type 2 pages in a single sitting is developmentally inappropriate for 5th grade students.	TEACHER	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 mulitparagraph text. (e.g., 1-3 pages)	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 mulitparagraph text. (e.g., 1-3 pages)	ACTIONABLE	Review committee agreed to improve language that affected standard <u>grades 2-5</u> to better support grade level appropriate standard.
Standards / comments or suggestion		Comments/notes from on-line review				small group recommendation	small group rationale	final recommendation	final rationale
STANDARDS REVIEWED									
	Description	New Grade level suggestion	New Description Please explain how you would break up the standard:	Comments	From				
Anchor Standards									
CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		English grammar include a tremendous amount of information. this standard should be put into sub standards and explained further.	update to todays world of spellcheck, etc.	TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	The standard is broken into sub standards. Thus the comment is not valid.	NOT ACTIONABLE	The standard is broken into sub standards. Thus the comment is not valid.
CCSS.ELA-Literacy.CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		figurative language includes a large amount of information. This should be broken up into sub categories. Poetry pieces, types, etc.		TEACHER	NOT ACTIONABLE	Standard is broken into sub standards. No change needed.	NOT ACTIONABLE	Standard is broken into sub standards. No change needed.
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings. analyze how specific word choices shape meaning or tone.		TEACHER	NOT ACTIONABLE	New description varies slightly and only reflects grammatical nuance; no change needed.	NOT ACTIONABLE	New description varies slightly and only reflects grammatical nuance; no change needed.

CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		Regarding the citation of materials and the avoidance of plagiarism: The standard should be expanded to include a standard citation method. The standard should stress the importance of giving credit to all sources, including non written materials like interviews, collaborations, websites, etc. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		PARENT/ GUARDIAN	NOT ACTIONABLE	Use of a single standard citation method would fall under local curricular control. / The standard says "of each source" and thus is inclusive of the items suggested.	NOT ACTIONABLE	Use of a single standard citation method would fall under local curricular control. / The standard says "of each source" and thus is inclusive of the items suggested.
Kindergarten									
CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Grade 2	Listens to or reads various types of texts.	Assessment of such standards becomes vary tedious for kindergarten teachers. It becomes an eternal checklist.	TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate. The suggestion is too vague. The comment may relate to a district assessment.	NOT ACTIONABLE	The standard is developmentally appropriate. The suggestion is too vague. The comment may relate to a district assessment.
CCSS.ELA-Literacy.RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Grade 2 / Grade 3	Define the role of each of authors and illustrators.		TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate. The new description is poorly worded and confusing. The comment refers to teacher or district practice, not the standard.	NOT ACTIONABLE	The standard is developmentally appropriate. The new description is poorly worded and confusing. The comment refers to teacher or district practice, not the standard.
CCSS.ELA-Literacy.RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Grade 2	Use picture clues to comprehend a story.		TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	Standard is appropriate and clear	NOT ACTIONABLE	Standard is appropriate and clear
CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.	Grade 1			PARENT/ GUARDIAN	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Grade 2			PARENT/ GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Grade 2			TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	Grade 2			PARENT GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.

CCSS.ELA-Literacy.RI.1	Identify the front cover, back cover, and title page of a book.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RI.2.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Grade 2		Too similar to a previous standard...	TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.
CCSS.ELA-Literacy.RI.2.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.
CCSS.ELA-Literacy.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	Grade 3 / Grade 6 English Language Arts			PARENT/GUARDIAN & COMMUNITY MEMBER	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.	NOT ACTIONABLE	grade level suggestion indicates lack of understanding by the respondent.
CCSS.ELA-Literacy.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Grade 1 / Grade 7 English Language Arts			PARENT/GUARDIAN & COMMUNITY MEMBER	NOT ACTIONABLE	grade level suggestion does not account for the learning progressions within the standard.	NOT ACTIONABLE	grade level suggestion does not account for the learning progressions within the standard.
CCSS.ELA-Literacy.RI.4.10	Actively engage in group reading activities with purpose and understanding.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.1.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Standard is essential to foundational skills at K level.	NOT ACTIONABLE	Standard is essential to foundational skills at K level.
CCSS.ELA-Literacy.RF.1.1c	Understand that words are separated by spaces in print.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.1.1d	Recognize and name all upper- and lowercase letters of the alphabet.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Standard is necessary at K; essential to foundational skills	NOT ACTIONABLE	Standard is necessary at K; essential to foundational skills
CCSS.ELA-Literacy.RF.1.2b	Count, pronounce, blend, and segment syllables in spoken words.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	essential foundational skill at K.	NOT ACTIONABLE	essential foundational skill at K.
CCSS.ELA-Literacy.RF.1.2c	Count, pronounce, blend, and segment syllables in spoken words.	Grade 1		Need to use spellcheck or improve editing. Rimes v rhymes	PARENT/GUARDIAN & COMMUNITY MEMBER	NOT ACTIONABLE	re: grade level-- standard is appropriate for K. Re: comment-- Comment is irrelevant to standard. Apparently the responder misunderstood use of the word "rime".	NOT ACTIONABLE	re: grade level-- standard is appropriate for K. Re: comment-- Comment is irrelevant to standard. Apparently the responder misunderstood use of the word "rime".
CCSS.ELA-Literacy.RF.1.2d	Blend and segment onsets and rimes of single-syllable spoken words.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.1.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.

CCSS.ELA-Literacy.RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Grade 1 / Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	Grade 1 / Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate at K.	NOT ACTIONABLE	Developmentally appropriate at K.
CCSS.ELA-Literacy.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate.	NOT ACTIONABLE	Developmentally appropriate.
CCSS.ELA-Literacy.W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Grade 3			PARENT/GUARDIAN	NOT ACTIONABLE	This standard encourages use of tech, which might create other local issues, however the standard is appropriate at the K level.	NOT ACTIONABLE	This standard encourages use of tech, which might create other local issues, however the standard is appropriate at the K level.
CCSS.ELA-Literacy.W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Grade 1 / Grade 2			PARENT/GUARDIAN & ADMIN	NOT ACTIONABLE	Standard is vertically aligned as written.	NOT ACTIONABLE	Standard is vertically aligned as written.
CCSS.ELA-Literacy.SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate and essential as is.	NOT ACTIONABLE	Developmentally appropriate and essential as is.

CCSS.ELA-Literacy.L.K.1a	Print many upper- and lowercase letters.	Grade 1		Print many upper- and lowercase letters. (many is too vague)	PARENT/GUARDIAN SCHOOL DIST. STAFF	NOT ACTIONABLE	In grade one this standard says "all ...letters" so moving the K.1a standard to grade one would fall short of what is already expected at that level. The standard is developmentally appropriate at Kindergarten level.	NOT ACTIONABLE	In grade one this standard says "all ...letters" so moving the K.1a standard to grade one would fall short of what is already expected at that level. The standard is developmentally appropriate at Kindergarten level.
CCSS.ELA-Literacy.L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate.	NOT ACTIONABLE	The standard is developmentally appropriate.
CCSS.ELA-Literacy.L.K.2a	Capitalize the first word in a sentence and the pronoun I.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate.	NOT ACTIONABLE	The standard is developmentally appropriate.
CCSS.ELA-Literacy.L.K.2b	Recognize and name end punctuation.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate.	NOT ACTIONABLE	The standard is developmentally appropriate.
CCSS.ELA-Literacy.L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate.	NOT ACTIONABLE	The standard is developmentally appropriate.
CCSS.ELA-Literacy.L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	The standard is developmentally appropriate.	NOT ACTIONABLE	The standard is developmentally appropriate.
CCSS.ELA-Literacy.L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Grade 1			PARENT/GUARDIAN	NOT ACTIONABLE	Developmentally appropriate and necessary at K.	NOT ACTIONABLE	Developmentally appropriate and necessary at K.
First Grade									
CCSS.ELA-Literacy.RL.1.6	Identify who is telling the story at various points in a text.	Grade 2			TEACHER	NOT ACTIONABLE	developmentally appropriate as written	NOT ACTIONABLE	developmentally appropriate as written
CCSS.ELA-Literacy.L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as written	NOT ACTIONABLE	developmentally appropriate as written
CCSS.ELA-Literacy.L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Grade 2			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as written	NOT ACTIONABLE	developmentally appropriate as written

Second Grade									
CCSS.ELA-Literacy.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Grade 6 English Language Arts	Recount stories, including fables and folktales from diverse cultures, and determine their central message or lesson.	Morals should not be taught at school. Everyone had different morals and values from the next person.	TEACHER & PARENT GUARDIAN	NOT ACTIONABLE	Misinterpreted "moral"	NOT ACTIONABLE	Misinterpreted "moral"
CCSS.ELA-Literacy.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		Describe the overall structure of a narrative story, including the beginning, middle (problem), and ending (solution).		TEACHER	NOT ACTIONABLE	The standard as written is clear. By adding "middle" the description would go beyond the standard requirements and also restrict it to "narrative".	NOT ACTIONABLE	The standard as written is clear. By adding "middle" the description would go beyond the standard requirements and also restrict it to "narrative".
CCSS.ELA-Literacy.RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Grade 4			TEACHER	NOT ACTIONABLE	Description provided on line is irrelevant to the standards	NOT ACTIONABLE	Description provided on line is irrelevant to the standards
CCSS.ELA-Literacy.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Grade 4			TEACHER	NOT ACTIONABLE	Description provided on line is irrelevant to the standards	NOT ACTIONABLE	Description provided on line is irrelevant to the standards
CCSS.ELA-Literacy.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Grade 6 English Language Arts		This is too broad.	TEACHER	NOT ACTIONABLE	2nd grade appropriate. Curricular/materials will narrow it down. Allows for teaching this standard in many different ways.	NOT ACTIONABLE	2nd grade appropriate. Curricular/materials will narrow it down. Allows for teaching this standard in many different ways.
CCSS.ELA-Literacy.RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Grade 6 English Language Arts			TEACHER	NOT ACTIONABLE	Developmentally appropriate at grade 2.	NOT ACTIONABLE	Developmentally appropriate at grade 2.
CCSS.ELA-Literacy.RI.2.8	Describe how reasons support specific points the author makes in a text.			I think this standard is redundant and very broad. What reasons? Whose reasons? The author? The reader?	TEACHER	NOT ACTIONABLE	Commenter does not understand text structure and & elaborations (writer's craft)	NOT ACTIONABLE	Commenter does not understand text structure and & elaborations (writer's craft)
CCSS.ELA-Literacy.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	Grade 4			TEACHER	NOT ACTIONABLE	Developmentally appropriate at grade 2.	NOT ACTIONABLE	Developmentally appropriate at grade 2.
CCSS.ELA-Literacy.RF.2.3d	Decode words with common prefixes and suffixes.		Decode words with common prefixes and suffixes, i.e. -ly, un-, re-, -s, -ed, -tion, etc.	It would be nice to know which affixes are to be studied by 2nd grade. There are many common ones that could be used.	TEACHER	NOT ACTIONABLE	Local Curriculum issue	NOT ACTIONABLE	Local Curriculum issue
CCSS.ELA-Literacy.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Grade 4		We elaborated is vague and students at this age have trouble with details.	TEACHER	NOT ACTIONABLE	It seems this person making the comment misinterpreted who is doing the elaborating	NOT ACTIONABLE	It seems this person making the comment misinterpreted who is doing the elaborating

CCSS.ELA-Literacy.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	Grade 5			TEACHER	NOT ACTIONABLE	Essential to grade 2	NOT ACTIONABLE	Essential to grade 2
CCSS.ELA-Literacy.L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Grade 3			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Grade 4			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.2.1f	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).	Grade 5			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Grade 3			TEACHER	NOT ACTIONABLE	necessary at grade 2	NOT ACTIONABLE	necessary at grade 2
CCSS.ELA-Literacy.L.2.3a	Compare formal and informal uses of English.	Grade 4 / Grade 5			TEACHER	NOT ACTIONABLE	Developmentally appropriate at grade 2.	NOT ACTIONABLE	Developmentally appropriate at grade 2.
CCSS.ELA-Literacy.L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Grade 4			TEACHER	NOT ACTIONABLE	standard is necessary at grade 2	NOT ACTIONABLE	standard is necessary at grade 2
CCSS.ELA-Literacy.L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		Identify appropriate situations for a variety of adjectives and adverbs to be used in speaking and writing. (i.e. The students talked quietly in the library. The boy felt nervous on his first day of school.)		TEACHER	NOT ACTIONABLE	The standard as written is clear.	NOT ACTIONABLE	The description goes beyond the standard requirements and also restricts it to "narrative".
CCSS.ELA-Literacy.L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Grade 4			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
Third Grade									
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Grade 4			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	Grade 4			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.W.3.2d	Provide a concluding statement or section.		Provide a concluding paragraph for multi-paragraph essays or concluding sentence for single-paragraph essays.	It is difficult to ascertain if the Standards expect 3rd graders to write multi-paragraph essays or paragraphs.	TEACHER	NOT ACTIONABLE	Comment is inclusive of suggested revision. Comment addresses specificity controlled by site decisions.	NOT ACTIONABLE	Comment is inclusive of suggested revision. Comment addresses specificity controlled by site decisions.

CCSS.ELA-Literacy.L.3.1c	Use abstract nouns (e.g., childhood).			This concept is too difficult given the developmental age of 3rd graders. Abstract anything is difficult for this age. Reference http://www.simplypsychology.org/piaget.html	TEACHER	NOT ACTIONABLE	no recommendation given	NOT ACTIONABLE	no recommendation given
CCSS.ELA-Literacy.L.3.1d	Form and use regular and irregular verbs.		Form and use regular and irregular verbs as listed in _____.	The list of irregular past-tense verbs is long! Would a list of irregular verbs to be mastered by grade 3 be worth considering?	TEACHER	NOT ACTIONABLE	Local Curriculum issue	NOT ACTIONABLE	Local Curriculum issue
CCSS.ELA-Literacy.L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	Grade 4			PARENT/GUARDIAN	NOT ACTIONABLE	Essential to grade 3	NOT ACTIONABLE	Essential to grade 3
CCSS.ELA-Literacy.L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Grade 4			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.3.1h	Use coordinating and subordinating conjunctions.	Grade 4			PARENT/GUARDIAN	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		Use conventional spelling for high-frequency and other studied words and for adding suffixes and prefixes to base words as listed in _____.	Prefixes should be mentioned in this standard. The lists of prefixes and suffixes are long. It would be helpful to provide a list of prefixes/suffixes to be mastered in grade 3.	TEACHER	NOT ACTIONABLE	Local Curriculum issue	NOT ACTIONABLE	Local Curriculum issue
CCSS.ELA-Literacy.L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.			Spoken by whom? Which dialects? From which cultures?	TEACHER	NOT ACTIONABLE	no recommendation given	NOT ACTIONABLE	no recommendation given
CCSS.ELA-Literacy.L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			This is not developmentally appropriate as 8- and 9-year-olds are still in the very early stages of vocabulary acquisition.	TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
Fourth Grade									
CCSS.ELA-Literacy.RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Grade 5			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Grade 5			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is
CCSS.ELA-Literacy.RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Grade 6 English Language Arts			TEACHER	NOT ACTIONABLE	developmentally appropriate as is	NOT ACTIONABLE	developmentally appropriate as is

CCSS.ELA-Literacy.L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			I agree with this standard; however, I think it's important that the focus is on the use of these correctly as opposed to being able to identify relative pronouns or relative adverbs or being able to name these parts of speech.	TEACHER	NOT ACTIONABLE	No suggestions. Comment agrees with standard.	NOT ACTIONABLE	No suggestions. Comment agrees with standard.
CCSS.ELA-Literacy.L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.		Use words such as can, may, must to convey various conditions.	I think there needs to be more explanation about what modal auxiliaries are.	TEACHER	NOT ACTIONABLE	Respondent does not understand academic vocabulary.	NOT ACTIONABLE	Respondent does not understand academic vocabulary.
Fifth Grade									
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).			This standard is vague and seems non-intuitive. What exactly is being compared between characters, settings or events in the same story? Did the author write it so you would look at similarities and differences between these elements? What if that is not important to the story? A better standard might be to compare characters, settings or events in different stories, or to explain relationships between characters, settings and events in a story.	TEACHER	NOT ACTIONABLE	This standard is clear and appropriate.	NOT ACTIONABLE	This standard is clear and appropriate.
CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		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. I would like to know what specific tasks, purposes, and audiences are expected for 5th grade. Should they be writing journalism, blog entries, formal research, etc.?	This concept is addressed in Kindergarten and Grade 1 only. It should be addressed through grade 3.	TEACHER	NOT ACTIONABLE	Comment reflects lack of understanding of the anchor standards.	NOT ACTIONABLE	Comment reflects lack of understanding of the anchor standards.
Sixth Grade									
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			I think some specific guidance of what is not just grade level appropriate but also age level appropriate would be helpful- a longer list or suggestions for work to study.	TEACHER	NOT ACTIONABLE	Curricular issue, not a standards issue.	NOT ACTIONABLE	Curricular issue, not a standards issue. All the tools for teachers are given in the standards appendices.
CCSS.ELA-Literacy.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Grade 8 English Language Arts		Students have difficulty achieving this standard independently. It might be better to model this concept at this grade level vs. mastery and require independent learning of this standard at a higher grade level.	TEACHER	NOT ACTIONABLE	As students become more prepared, they will be able to do this. Give this standards time to work.	NOT ACTIONABLE	This is appropriate skill for 6th grade as part of scaffolding to higher grades.

CCSS.ELA-Literacy.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; Analyze the impact of a specific word choice on meaning and tone of a story.	The component of Analyze, is difficult for this grade level to master. Exposure to, modeling of, not all 6th graders are ready to analyze... this is a concept in which mastery of should be at a higher grade level.	TEACHER	NOT ACTIONABLE	Concern of teacher is mastery of skill, however, the ability of 6th graders to do this is appropriate.	NOT ACTIONABLE	This is a teaching issue. We can teach kids to analyze at this basic level.
CCSS.ELA-Literacy.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Grade 7 English Language Arts	Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author develops the perspective of the narrator or speaker in a text. Model, provide examples of how an author develops the point of view of the narrator or speaker in a text. Explain how an author develops the perspective of the narrator or speaker in a text.	I feel like in the past we specifically teach "point of view" as first person, 3rd person, etc. I'm never sure with this standard if it means point of view in those regards, or if it means the perspective/opinion of the narrator in a text.	TEACHER	NOT ACTIONABLE	This is defined in previous standards. With Context of standards, this step is logical.	NOT ACTIONABLE	As caliber of student prep and teacher instruction increases, this will likely begin to resolve itself.
CCSS.ELA-Literacy.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		Determine a central idea of a text and how it is conveyed and supported through particular details; provide a summary of the text distinct from personal opinions or judgments. * Determine the main idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	I feel that with informative text, it's less about how it's conveyed, and more about how it is supported with evidence, facts, data, etc.	TEACHER	NOT ACTIONABLE	Standard focuses on Central Idea.	NOT ACTIONABLE	Central idea seems to fit more closely with the purpose. A central idea is what guides an entire paper and creates an image of central idea.
CCSS.ELA-Literacy.W.6.2e	Establish and maintain a formal style.		Establish and maintain a formal style. Voice conveys the mood and tone of the writing. It supports the writer's purpose and is appropriate for the audience. Voice brings writing to life!		TEACHER	NOT ACTIONABLE	Important to ensure that this academic vocabulary is being used throughout.	NOT ACTIONABLE	There doesn't appear to be a change needed- the commenter appears to be supporting the standard with words about voice.

CCSS.ELA-Literacy.W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Voice conveys the mood and tone of the writing. It supports the writer's purpose and is appropriate for the audience. Voice brings writing to life!		TEACHER	NOT ACTIONABLE	Voice is a goal of writers, but it needs to be a focus of classroom / teacher decision, not a change to standards	NOT ACTIONABLE	Standard as written covers needed aspects.
CCSS.ELA-Literacy.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		With some guidance and support from peers and adults, develop and strengthen writing as needed by brainstorming, drafting, re-evaluating (trying a new approach), revising, and editing.	Rewritten to follow the steps of the writing process.	TEACHER	NOT ACTIONABLE	There are multiple versions of the writing process. Drafting is implied in writing standard.	NOT ACTIONABLE	The purpose of the standard is to Develop/strengthen writing. Drafting is not this standard.
CCSS.ELA-Literacy.SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Grade 8 English Language Arts			PARENT/GUARDIAN	NOT ACTIONABLE	Collegial is important to academic discussion & high level of expectations.	NOT ACTIONABLE	Collegial is important to academic discussion & high level of expectations. Scaffolding is already present in standards.
CCSS.ELA-Literacy.SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Grade 8 English Language Arts			PARENT/GUARDIAN	NOT ACTIONABLE	Unsure if the suggestion means to take it out of 6th grade completely or revise each of them.	NOT ACTIONABLE	Scaffolding is already present in standards.
CCSS.ELA-Literacy.SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		Learn how to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Be able to do this by 8th grade.		PARENT/GUARDIAN	NOT ACTIONABLE	This is an intro to skill to build in later grades. This speaks to scaffolding. This parent appears to be concerned about student mastery.	NOT ACTIONABLE	Scaffolding is already present in standards.
CCSS.ELA-Literacy.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. "When appropriate...."- hook that on to standard	Not every presentation should warrant a visual. Students need to learn good presentation skills and then add graphics. Graphics help aid, not become the presentation. _ Death by PowerPoint, hide behind content. etc.	TEACHER	NOT ACTIONABLE	This standard is under the anchor standard of "strategic use of digital media.	NOT ACTIONABLE	Scaffolding is already present in standards.
CCSS.ELA-Literacy.L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	Grade 3	Use intensive and reflexive pronouns correctly(e.g., myself, ourselves).		TEACHER	NOT ACTIONABLE	comment is not directly related to standard	NOT ACTIONABLE	comment is not directly related to standard

CCSS.ELA-Literacy.L.6.2b	Spell correctly.		Spell correctly. Possible add spelling rules that need to apply to each grade level- some grammar text have lists but it would be helpful to know what spelling rules students should know.	Spell correctly. This standard is so nonspecific that it serves no purpose.	TEACHER	NOT ACTIONABLE	Comment feels more like a curriculum decision/ spelling should stay open to overall usage, not narrowed to specific rules or programs	NOT ACTIONABLE	Comment feels more like a curriculum decision/ spelling should stay open to overall usage, not narrowed to specific rules or programs
CCSS.ELA-Literacy.L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Specific lists,	Add more specific list.	TEACHER	NOT ACTIONABLE	This feels like a curriculum decision	NOT ACTIONABLE	Specific lists do not seem appropriate for this context. Teacher and district curriculum choices should be made instead.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			Just not specific enough.	TEACHER	NOT ACTIONABLE	Comment is asking for curriculum support, not applicable to standards.	NOT ACTIONABLE	The purpose of the standard is not to define curriculum, but to decide skills.
Seventh Grade									
CCSS.ELA-Literacy.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Grades 9-10 English Language Arts			TEACHER	NOT ACTIONABLE	This skill is important at the 7th grade, building to next levels.	NOT ACTIONABLE	This standard makes sense within the sequence of standards.
CCSS.ELA-Literacy.RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Grades 9-10 English Language Arts			TEACHER	NOT ACTIONABLE	This skill is important at the 7th grade, building to next levels.	NOT ACTIONABLE	Written as appropriate for 7th grade, will build as levels increase.
Eighth Grade									
CCSS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		Annotate a text for key details and be able to collaborate with other students, to make inferences on the same text to get a better understanding of the text's main points.	Citing should be moved to the writing standards, because in writing, you have to have quotes from the book or text in order to get ethos in our paper.	STUDENT	NOT ACTIONABLE	Standard asks for use in reading. Comment asks for writing aspect.	NOT ACTIONABLE	Use of "cite" is important in sti8ps of standards.
CCSS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.			You should be able to understand texts independently and wholeheartedly without prompting from the teacher or peer.	STUDENT	NOT ACTIONABLE	student supporting independent ownership	NOT ACTIONABLE	student supporting independent ownership
CCSS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		Know what the theme or central idea of the text, and be able to connect it with the characters and plot in order to better understand and be able to give a summary of the text.		STUDENT	NOT ACTIONABLE	Shows student version of working but standard is still fine.	NOT ACTIONABLE	Standard includes necessary parts for goal.

CCSS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			This helps the students to get an insight into another person's life, albeit a fictional character, to be able to better respond to situations in real life regarding and involving people.	STUDENT	NOT ACTIONABLE	This seems like the person I agreeing with the standard. Shows student version of working, but standard is still fine.	NOT ACTIONABLE	Standard includes necessary parts for goal.
CCSS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		find out the meaning of phrases using context clues, and be able to identify analogies, allusions, connotative and figurative meaning from the text.		STUDENT	NOT ACTIONABLE	Shows student version of working but standard is still fine.	NOT ACTIONABLE	Standard includes necessary parts for goal.
CCSS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.		Able to write an essay or story in more that one form, and be able to compare and contrast what format needs to be used for this type of writing, namely APA or MLA.		STUDENT	NOT ACTIONABLE	Off for this standard.	NOT ACTIONABLE	Comment moves away from Reading Literature focus of standard.
CCSS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.		Analyze the differences in the point of view in the text, and be able to use those differing points of view to add suspense and humor to your own writing.		STUDENT	NOT ACTIONABLE	Good writing standard, but not for reading text as this standard.	NOT ACTIONABLE	Moves away from reading Literature into writing.
CCSS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		Be able to analyze a movie or production, based on a text, to see if it stays congenial with the text, and be able to make and direct your own short film on the text whilst staying true to the story line and end result.		STUDENT	NOT ACTIONABLE	Shows student version of working but standard is still fine.	NOT ACTIONABLE	Description focuses more on producing and less on reading.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Grades 9-10 English Language Arts			TEACHER	NOT ACTIONABLE	No change. Not enough actionable feedback.	NOT ACTIONABLE	Skill appropriate at 8th grade to build skills for figure grade levels.
CCSS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		Determine an author's point of view or purpose in a text.		TEACHER	NOT ACTIONABLE	Description does not provide guidance for change.	NOT ACTIONABLE	Analyze can be taught at 8th grade, especially with determine as scaffold.
CCSS.ELA-Literacy.W.8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	There should have some sub-standards or brake down the standard. For example, the topic should be separated from the formatting expectations. In other words, there should be a standard aiming only to formatting.	TEACHER	NOT ACTIONABLE	A standard, or substandard for formatting.	NOT ACTIONABLE	This standard is part of a larger focus, so each subcategory is covered.

CCSS.ELA-Literacy.L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			Being able to describe the functions of these does not improve writing. Research shows most native English speaking students already use these properly. Being able to identify, name, and explain their function is not inherent, but the rules of their use are.	TEACHER	NOT ACTIONABLE	This skill is important at the 7th grade, building to next levels.	NOT ACTIONABLE	Written as appropriate for 7th grade, will build as levels increase.
CCSS.ELA-Literacy.L.8.1b	Form and use verbs in the active and passive voice.		Form and use verbs in the active and passive voice which demonstrate how the differences can express implied, connotative meanings.	Being able to use the active and passive voice intentionally for maximum effect is the most important part of this standard.	TEACHER	NOT ACTIONABLE	Nice wording, but not necessary.	NOT ACTIONABLE	This is teachers choice on how to fully teach this.
CCSS.ELA-Literacy.L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			Knowing the verb moods has little to no effect on the quality of writing. It is again, implicitly used in context by native speakers and writers. Not a skill needed for success in writing, too content specific	TEACHER	NOT ACTIONABLE	Nice wording, but not necessary.	NOT ACTIONABLE	The standard provides opportunity for teachers to make the best decisions for their students.
CCSS.ELA-Literacy.L.8.3a	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).		Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).		TEACHER	NOT ACTIONABLE	This is already covered in L.8.1b	NOT ACTIONABLE	This standard is an extension of the basics learned in the earlier standard.
Ninth-Tenth Grade Band									
CCSS.ELA-Literacy.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). ** I feel as if this standard's purpose is not clear to me- therefore, I would need some interpretation in order to rewrite it.	This standard is hard to interpret. It is hard to understand what the purpose is for students, and how to execute it in a classroom setting.	TEACHER	NOT ACTIONABLE	Important skill for students and open for interpretation/application to district curriculum and materials.	NOT ACTIONABLE	Important skill for students and open for interpretation/application to district curriculum and materials. Standard as written covers needed aspects.

CCSS.ELA-Literacy.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		This is just confusing! Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Citing implies a written notation of text, which is more a writing standard. This is constantly confusing to teachers and students--why is this a reading standard and not a writing standard? This standard should replace W.10--it belongs there instead.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Cite doesn't always mean written from, but can be done in discussions, with text evidence.	NOT ACTIONABLE	Discussion of "cite" vs. "Use". "Cite" is important verb to show level of work and expectations of standards.
CCSS.ELA-Literacy.W.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.		Introduce precise claim(s) or thesis statement(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, warrants, reasons, and evidence.	Confusing distinction between claim and thesis. Warranting, a key component of argumentation, never mentioned.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Claim and thesis may need clarity in teaching.	NOT ACTIONABLE	Make sure language is consistent form standards to testing (academic vocabulary). SmarterBalanced item are written with academic core vocabulary. (claim for argument)
CCSS.ELA-Literacy.W.9-10.1b	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.		Develop claim(s) and counterclaims fairly, supplying evidence for each and warranting the evidence while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	The key to argument is in the warranting--most evidence could support more than one conclusion and it's the warranting that sways the evidence in one direction or the other.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Warrant is practical/academic wording.	NOT ACTIONABLE	Wording provides teachers to adapt/adjust for needs of students. Make sure language is consistent form standards to testing (academic vocabulary). SmarterBalanced item are written with academic core vocabulary. (claim for argument)
CCSS.ELA-Literacy.W.9-10.1c	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.		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, between warrants and evidence, and between claim(s) and counterclaims.	Warrants are key to argument and they aren't mentioned in the standards. While some argue that reasons are warrants, reasons speak more to logical supports of a claim and don't necessarily link evidence to claims like warrants do.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Warrant is practical/academic wording.	NOT ACTIONABLE	Wording provides teachers to adapt/adjust for needs of students. Make sure language is consistent form standards to testing (academic vocabulary). SmarterBalanced item are written with academic core vocabulary. (claim for argument)
CCSS.ELA-Literacy.W.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	We need to add component e after d and move the current e to f. The new W.9-10.e should read something like, "Integrate narrative and informational writing components to further argument and build ethos, logos, and pathos."	SCHOOL DIST. STAFF	NOT ACTIONABLE	Ideas are supportive to classroom, but net necessary to change standard.	NOT ACTIONABLE	Ideas are supportive to classroom, but net necessary to change standard.

CCSS.ELA-Literacy.W.9-10.2a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		Introduce a topic; provide a clear thesis; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Thesis is a commonly used word in higher education, and yet it is not mentioned in the writing standards. This opens the door to confusion as students "go on" and study in higher education or in other content areas where writing is guided by a thesis.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Not necessary. It's part of introducing a topic.	NOT ACTIONABLE	Ideas/comments are fair to next level of learning, but standard as written is appropriate.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Utilize components of each type of writing to support each other types of writing--as in, narrative components to strengthen an argument, informational components to strengthen a narrative, etc.	This could be done by adding an additional standard or by adding an a to the current standard W.9-10.4.	SCHOOL DIST. STAFF	NOT ACTIONABLE	Standard is clear and applicable to many aspects of writing.	NOT ACTIONABLE	Ideas are supportive to classroom, but net necessary to change standard.
CCSS.ELA-Literacy.W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		This standard should be broken up into two sections, once focused on using the tech and one focused on dynamic display of text. There is too much packing into one long sentence to be truly usable for teachers. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		SCHOOL DIST. STAFF	NOT ACTIONABLE	Comment seems more focused on editing, not content of standard.	NOT ACTIONABLE	Restriction would not bring enough benefit.

CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		Either "analyze the impact on the reader regarding choices of how to develop..." or "analyze how story elements and development affect readers"	This is one that many publishers fail to include or address in student texts. Specify reader impact.	RETIRED TEACHER	NOT ACTIONABLE	Publisher's choices should not impact our choice of standards. Works in scaffolding of standard through grades.	NOT ACTIONABLE	Publisher's choices should not impact our choice of standards. Works in scaffolding of standard through grades.
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Analyze text to determine genre and sub-genre (e.g. Satire, Sarcasm, Irony, Etc.)		TEACHER	NOT ACTIONABLE	This feels too basic for 11-12 and are sarcasm and irony sub-genres.	NOT ACTIONABLE	Standard leaves opportunity for teacher/local decisions.
CCSS.ELA-Literacy.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.		By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 12-CCR text complexity band independently and proficiently.		TEACHER	NOT ACTIONABLE	11-CCR is 11th to College and Career Readiness (includes both 11th and 12th and college or beyond)	NOT ACTIONABLE	11-CCR is 11th to College and Career Readiness (includes both 11th and 12th and college or beyond)
CCSS.ELA-Literacy.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.		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. 12.3 Provide an objective summary of the text.	Publishers will always claim they address this standard when their text asks students to write a summary. Then the teacher has to question is the supposed to include the two or more central ideas and how they build and interact.	TEACHER & RETIRED TEACHER	NOT ACTIONABLE	No justification for change. Potential for PD.	NOT ACTIONABLE	No justification for change.
CCSS.ELA-Literacy.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		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 (e.g. how Lincoln uses parallel structure in The Gettysburg address).	Could be easily accomplished through RI.11-12.6 Makes it uniform with preceding standard.	RETIRED TEACHER	NOT ACTIONABLE	Not clear on justification for change.	NOT ACTIONABLE	Not clear on justification for change.
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		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 (e.g. how Lincoln uses parallel structure in The Gettysburg Address).	I made a mistake on RI 11-12.5--I meant to have .6 (this standard) include the similar reference we see in .4 (Madison). Sorry. I was unable to retract my rewritten standard and comment.	RETIRED TEACHER	NOT ACTIONABLE	Comment was misplaced from prior standard suggestion.	NOT ACTIONABLE	Comment was misplaced from prior standard suggestion.

CCSS.ELA-Literacy.W.11-12.3a	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.		Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view.	Goal of post-secondary, students should have practice writing informational texts.	TEACHER	NOT ACTIONABLE	Standard already supports comments. All of this standard is narrative techniques witch can be used in "informational" and all other kids of lives.	NOT ACTIONABLE	Comment wants to limit/remove narrative but is important to balance all writing types through all grades.
CCSS.ELA-Literacy.W.11-12.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.			Not the goal of post-secondary	TEACHER	NOT ACTIONABLE	Standard already supports comments. All of this standard is narrative techniques witch can be used in "informational" and all other kids of lives.	NOT ACTIONABLE	Comment wants to limit/remove narrative but is important to balance all writing types through all grades.
CCSS.ELA-Literacy.W.11-12.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.		Use precise words and phrases, telling details		TEACHER	NOT ACTIONABLE	Important to keep creative writing in all grades.	NOT ACTIONABLE	Important to keep creative writing in all grades.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			The only problem I have with the writing standards is that they put text types into "boxes." I am wondering if it would be helpful to add a standard about the integration of text types OR if that can be made explicit somewhere. These three categories are weak to encompass the variety of possibilities.	TEACHER	NOT ACTIONABLE	Application of standards-based grading at local level is point of comment, but overall standard is appropriate for year vision of standard.	NOT ACTIONABLE	Application of standards-based grading at local level is point of comment, but overall standard is appropriate for year vision of standard.
CCSS.ELA-Literacy.L.11-12.3a	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.		Vary syntax for effect, consulting references (e.g., The Art of Styling Sentences or Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Tufte's is not the only guide. I have effectively used The Art of Styling Sentences.	RETIRED TEACHER	NOT ACTIONABLE	Comment is based on specific example and not needed in standard to sty effective.	NOT ACTIONABLE	Standard as written covers needed aspects.
CCSS.ELA-Literacy.L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.			Students need to be able to comprehend technical texts by looking up any words not known.	TEACHER	NOT ACTIONABLE	Comment does not feel related to standard.	NOT ACTIONABLE	Comment addressed in L.4 already. Standard as written covers needed aspects.