

Grade 1

ELA Standards Summary

Total Reviews	2706		<p align="center">Breakdown by Review Type</p> <p align="center">Suggest Changes 15%</p> <p align="center">Keep As Is 85%</p>	
Keep As Is	2298	Educator		1520
		Elected Official		0
		Institution or Higher Education Faculty		0
		K-12 Administrator		144
		Member of Organization		138
		Other		233
		Parent/Guardian		263
		Student		0
Suggest Changes	408	Educator		252
		Elected Official	0	
		Institution or Higher Education Faculty	0	
		K-12 Administrator	0	
		Member of Organization	74	
		Other	12	
		Parent/Guardian	70	
		Student	0	
			Change Suggestions	
		Removed	81	
		Rewritten	213	
		Broken Up	19	
		Moved to a Different Level	95	

Number	Count of Keep	% of Keep	Count of Suggest Changes	% of Suggest Changes	Count of New Level	Count of New Description	Count of Broken	Count of Removed
ELA-Literacy.L.1.1a	30	81%	7	19%	2	3	0	2
ELA-Literacy.L.1.1b	32	91%	3	9%	0	2	0	1
ELA-Literacy.L.1.1c	34	94%	2	6%	1	1	0	0
ELA-Literacy.L.1.1d	33	94%	2	6%	0	2	0	0
ELA-Literacy.L.1.1e	31	89%	4	11%	0	4	0	0
ELA-Literacy.L.1.1f	31	91%	3	9%	0	2	0	1
ELA-Literacy.L.1.1g	31	94%	2	6%	0	2	0	0
ELA-Literacy.L.1.1h	26	79%	7	21%	3	4	0	0
ELA-Literacy.L.1.1i	29	91%	3	9%	1	2	0	0
ELA-Literacy.L.1.1j	28	85%	5	15%	1	3	0	1
ELA-Literacy.L.1.2a	31	94%	2	6%	0	1	0	1
ELA-Literacy.L.1.2b	30	97%	1	3%	0	1	0	0
ELA-Literacy.L.1.2c	29	91%	3	9%	0	2	0	1
ELA-Literacy.L.1.2d	26	79%	7	21%	2	3	1	1
ELA-Literacy.L.1.2e	27	84%	5	16%	0	2	0	3
ELA-Literacy.L.1.3	10	91%	1	9%	0	1	0	0
ELA-Literacy.L.1.4a	31	91%	3	9%	0	1	0	2
ELA-Literacy.L.1.4b	27	75%	9	25%	3	3	1	2
ELA-Literacy.L.1.4c	31	89%	4	11%	2	1	0	1
ELA-Literacy.L.1.5a	31	94%	2	6%	0	1	0	1
ELA-Literacy.L.1.5b	30	94%	2	6%	0	1	0	1
ELA-Literacy.L.1.5c	29	91%	3	9%	0	2	0	1
ELA-Literacy.L.1.5d	26	84%	5	16%	2	3	0	0
ELA-Literacy.L.1.6	32	84%	6	16%	0	5	0	1
ELA-Literacy.RF.1.1a	37	93%	3	8%	1	1	0	1
ELA-Literacy.RF.1.2a	38	93%	3	7%	0	2	1	0
ELA-Literacy.RF.1.2b	36	92%	3	8%	0	3	0	0
ELA-Literacy.RF.1.2c	33	85%	6	15%	0	4	2	0
ELA-Literacy.RF.1.2d	33	92%	3	8%	0	1	0	2
ELA-Literacy.RF.1.3a	34	92%	3	8%	0	3	0	0
ELA-Literacy.RF.1.3b	36	97%	1	3%	0	1	0	0
ELA-Literacy.RF.1.3c	30	86%	5	14%	1	4	0	0
ELA-Literacy.RF.1.3d	32	91%	3	9%	0	2	0	1
ELA-Literacy.RF.1.3e	32	86%	5	14%	1	4	0	0
ELA-Literacy.RF.1.3f	31	84%	6	16%	0	5	1	0
ELA-Literacy.RF.1.3g	33	92%	3	8%	1	2	0	0
ELA-Literacy.RF.1.4a	34	87%	5	13%	0	5	0	0
ELA-Literacy.RF.1.4b	30	77%	9	23%	0	8	1	0
ELA-Literacy.RF.1.4c	34	89%	4	11%	0	3	0	1
ELA-Literacy.RI.1.1	37	86%	6	14%	2	2	0	2

ELA-Literacy.RI.1.10	35	90%	4	10%	1	2	0	1
ELA-Literacy.RI.1.2	35	80%	9	20%	1	4	2	2
ELA-Literacy.RI.1.3	33	72%	13	28%	3	6	2	2
ELA-Literacy.RI.1.4	31	79%	8	21%	2	5	0	1
ELA-Literacy.RI.1.5	31	79%	8	21%	2	6	0	0
ELA-Literacy.RI.1.6	32	84%	6	16%	2	2	0	2
ELA-Literacy.RI.1.7	33	87%	5	13%	1	3	0	1
ELA-Literacy.RI.1.8	26	68%	12	32%	9	1	0	2
ELA-Literacy.RI.1.9	35	90%	4	10%	1	2	0	1
ELA-Literacy.RL.1.1	46	88%	6	12%	2	2	1	1
ELA-Literacy.RL.1.10	32	80%	8	20%	2	3	1	2
ELA-Literacy.RL.1.2	44	83%	9	17%	1	5	2	1
ELA-Literacy.RL.1.3	42	86%	7	14%	0	5	2	0
ELA-Literacy.RL.1.4	35	78%	10	22%	4	5	0	1
ELA-Literacy.RL.1.5	36	84%	7	16%	2	4	0	1
ELA-Literacy.RL.1.6	35	85%	6	15%	1	4	0	1
ELA-Literacy.RL.1.7	39	95%	2	5%	0	1	0	1
ELA-Literacy.RL.1.8	8	73%	3	27%	0	1	0	2
ELA-Literacy.RL.1.9	36	86%	6	14%	1	4	0	1
ELA-Literacy.SL.1.1a	26	93%	2	7%	0	1	0	1
ELA-Literacy.SL.1.1b	22	79%	6	21%	0	4	0	2
ELA-Literacy.SL.1.1c	23	85%	4	15%	0	0	0	4
ELA-Literacy.SL.1.2	30	88%	4	12%	0	3	0	1
ELA-Literacy.SL.1.3	30	86%	5	14%	0	2	0	3
ELA-Literacy.SL.1.4	30	86%	5	14%	1	3	0	1
ELA-Literacy.SL.1.5	30	88%	4	12%	1	2	0	1
ELA-Literacy.SL.1.6	32	91%	3	9%	0	1	0	2
ELA-Literacy.W.1.1	27	64%	15	36%	9	4	1	1
ELA-Literacy.W.1.10	8	80%	2	20%	0	2	0	0
ELA-Literacy.W.1.2	29	78%	8	22%	1	5	0	2
ELA-Literacy.W.1.3	28	74%	10	26%	3	4	1	2
ELA-Literacy.W.1.4	6	67%	3	33%	1	1	0	1
ELA-Literacy.W.1.5	27	82%	6	18%	2	2	0	2
ELA-Literacy.W.1.6	17	52%	16	48%	8	4	0	4
ELA-Literacy.W.1.7	21	62%	13	38%	8	3	0	2
ELA-Literacy.W.1.8	25	76%	8	24%	3	4	0	1
ELA-Literacy.W.1.9	8	80%	2	20%	0	1	0	1

ELA-Literacy.L.1.1a

Print all upper- and lowercase letters correctly.

Print all upper- and lowercase letters.

Write all upper- and lowercase letters using cursive writing.

Print all upper- and lowercase letters. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

As in writing out their abc's? Should they be able to do anything with those letters? This is incomplete.

"print upper- and lower-case letters legibly and use them to make words"

Does not really "fit" here - more of a kindergarten standard.

Important for written expression.

ELA-Literacy.L.1.1b

Identify and use common, proper, and possessive nouns.

Students have to know what a noun is, along with what type of noun it is, in order to use the noun correctly.

Use common, proper, and possessive nouns. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

How? This is incomplete.

This is important for sentence structure and comprehension.

ELA-Literacy.L.1.1c

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Using correct English is important both now and in the future.

ELA-Literacy.L.1.1d

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With prompting and support, use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) as appropriate.

OR

"Use pronouns as appropriate."

Understanding pronouns is important for writing and comprehension.

ELA-Literacy.L.1.1e

Identify and 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).

Again, students need to know WHAT a verb is before trying to use it correctly.

Use present, past, and future tense verbs in sentences (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

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).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With prompting and support, 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).

This standard is useful in writing and comprehension.

ELA-Literacy.L.1.1f

Identify and use adjectives.

Why must this standard be so "wordy" (i.e. frequently-occurring adjectives)?

...and again, a student must know what an adjective is before being able to use it correctly.

Use frequently occurring adjectives.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

This standard is important in writing and comprehension.

Use frequently occurring adjectives is a vague statement. Students are already accountable for recognizing and using adjectives. This standard is repetitive and vague.

ELA-Literacy.L.1.1g

Identify and use conjunctions (e.g., and, but, or, so, because).

Use frequently occurring conjunctions (e.g., and, but, or, so, because).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

This standard is used in writing and helps comprehension.

ELA-Literacy.L.1.1h

**Specify which ones.

Use determiners (e.g., articles, demonstratives).

Identify and use determiners (e.g., articles, demonstratives).

Use determiners (e.g., articles, demonstratives).

Clarify

Use determiners (e.g., articles, demonstratives).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

This standard is used in writing.

ELA-Literacy.L.1.1i

Identify and use prepositions (e.g., during, beyond, toward).

Use frequently occurring prepositions (e.g., during, beyond, toward).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

ELA-Literacy.L.1.1j

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Write independently and expand, with guidance and support from adults, complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

This is not age appropriate.

ELA-Literacy.L.1.2a

Capitalize dates and names of people. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Definitely need to learn this at this level. It will have to be reinforced throughout their school years.

These should be two standards and they should include examples.

ELA-Literacy.L.1.2b

Use end punctuation for sentences. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Yes! This has been taught for years and needs to continue at this level.

ELA-Literacy.L.1.2c

Use commas in dates and to separate single words in a series. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With prompting and support, use commas in dates and to separate single words in a series.

We need examples for this.

ELA-Literacy.L.1.2d

I think this is poorly worded. I prefer the way this concept was outlined in the former MA standards.

Demonstrate understanding of the various features of written English:

- recognize that there are correct spellings for words;
- use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;

Please explain how you would break up the standard:

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

This standard should include the teaching of specific spelling rules for first graders involving phonograms, endings, etc.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

First graders need to be able to spell using the more common spelling patterns and have knowledge of how to spell some of the more frequently used sight words.

Redundant.

ELA-Literacy.L.1.2e

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Spell words phonetically, drawing on phonemic awareness and spelling conventions.

I find this standard to be too prescriptive.

I'm not sure what the word "untaught" necessarily means. In this case, teachers cannot formally assess a student on something that is not taught. Possibly, rephrase the standard to enhance its clarity on what the teacher is addressing.

Redundant.

Students should be able to demonstrate knowledge of phonemic awareness and phonics to spell unknown words phonetically.

ELA-Literacy.L.1.3

Begins in grade 2. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

ELA-Literacy.L.1.4a

Use sentence-level context as a clue to the meaning of a word or phrase. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Standard addressed previously in a standard. Redundant.

This should be more specific.

ELA-Literacy.L.1.4b

Please explain how you would break up the standard:

Use frequently occurring affixes as a clue to the meaning of a word.

This standard is too broad, give specifics. First graders typically encounter many suffixes, but not many prefixes. The only prefixes that I can think of quickly would be -un or -in.

Use affixes as a clue to the meaning of a word.

Use frequently occurring affixes as a clue to the meaning of a word. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

affixes are not greatly focused on in first grade.

This standard should include examples. It could also be a bit more defined.

ELA-Literacy.L.1.4c

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Somehow this can be incorporated into the previous standard that involves self-monitoring and self-correction for accuracy.

This is import for decoding, encoding, and comprehension.

ELA-Literacy.L.1.5a

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

A child would have to have an understanding of the concepts represented in order to sort the words into categories. This standard is nonsense.

This is necessary for developing understanding/comprehension of words.

ELA-Literacy.L.1.5b

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). The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

"Guidance and support from adults" makes this invalid as a standard.

This is important for comprehension and writing.

ELA-Literacy.L.1.5c

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

Clarity

Identify real-life connections between words and their use (e.g., note places at home that are cozy).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

"Guidance and support from adults" makes this invalid as a standard.

ELA-Literacy.L.1.5d

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.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Through teacher modeling and group discussion, 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.

With prompting and support, 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.

ELA-Literacy.L.1.6

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Too complex

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using conjunctions to signal simple relationships (e.g., because).

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).

** This standard is impossible to evaluate. **

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).

Clarity

Not a standard. Where are words acquired if not from conversations, reading and being read to?

ELA-Literacy.RF.1.1a

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Clear and attainable.

It is standard for our English language that is both written and read.

Recognise? This is too fuzzy to really be a standard. It could be turned into one though.

ELA-Literacy.RF.1.2a

Please explain how you would break up the standard:

Distinguish long from short vowel sounds in spoken single-syllable words.

Distinguish between short vowel sounds in spoken single-syllable words.

With prompting and support, distinguish between the long vowel sounds in spoken single-syllable words.

***It can be difficult to distinguish between long and short vowel sounds as first grade students are still learning to recognize how the long vowels "sound".

Therefore, the standard as originally written should be in Grade 2.

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Being able to distinguish vowel sounds is important for decoding and spelling.

It is important for students to have practice identifying the sounds they hear in words in order to develop good reading skills.

ELA-Literacy.RF.1.2b

Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

This standard connects with the same idea of the above standard. A language sound lab block would be helpful as well.

Orally produce single-syllable words by blending sounds (phonemes), including initial consonant blends.

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Students need to be able to blend sounds into words for decoding and spelling later on.

This is a very basic skill that is needed for beginning readers.

ELA-Literacy.RF.1.2c

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

Please explain how you would break up the standard:

Isolate and pronounce initial (phonemes) in spoken single-syllable words.
Isolate and pronounce medial vowel (phonemes) in spoken single-syllable words.
Isolate and pronounce final sounds (phonemes) in spoken single-syllable words.

Please explain how you would break up the standard:

Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

I agree with the standard, but feel that students should also be able to produce and distinguish rhyming words orally.

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Important building block in learning to read.

Students are generally able to accomplish this skill by mid-Grade 1 unless there is a particular issue that needs identification/intervention.

ELA-Literacy.RF.1.2d

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RF.1.2c is basically the same standard but with greater clarity of outcome (redundant).

This is a prerequisite for spelling.

This is basically a repetition of RF.1.2C

This is important for developing encoding and decoding skills.

ELA-Literacy.RF.1.3a

Identify and use the spelling-sound correspondences for common consonant digraphs.

Know the spelling-sound correspondences for common consonant digraphs.

Include example digraphs

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An important skill for developing readers and writers.

Appropriate for Grade 1 students as a general rule.

This is an important skill for decoding and spelling.

ELA-Literacy.RF.1.3b

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Corollary to the phonemic segmentation standards set forth earlier.

Important skill for a beginning reader.

This is useful in reading and spelling.

ELA-Literacy.RF.1.3c

Identify and use final -e and common vowel team conventions for representing long vowel sounds.

Know final -e and common vowel for representing long vowel sounds.

Know final -e and common vowel team conventions for representing long vowel sounds.

Include example vowel team conventions at the end of standard

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Important skill for beginning readers.

It is needed for decoding and spelling.

ELA-Literacy.RF.1.3d

Use knowledge that every syllable must have a vowel sound to aid in decoding unknown words.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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Important for reading and spelling.

Knowledge of syllables is very important for decoding and spelling. Ironically the state department recommended resource Core Knowledge Skills Strand DOES NOT teach syllables in first grade!!!

The standard lacks clarity and singularity of purpose. Given RF.1.3e, this standard is a poor substitute.

ELA-Literacy.RF.1.3e

Decode two-syllable words following basic patterns by breaking the words into syllables.

Specify which patterns

Decode two-syllable words following basic patterns.

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With prompting and support, decode two-syllable words following basic patterns by breaking the words into syllables.

Important for developing good reading skills.

This is important for decoding and spelling. As stated previously, the state department recommended resource Core Knowledge Skills Strand does not explicitly teach syllables in first grade!

ELA-Literacy.RF.1.3f

Please explain how you would break up the standard:

Read words with inflectional endings.

This standard should also include how to apply inflected endings, not just to read them. This is also a spelling (writing) skill.

Read words with different endings.

Read words with inflectional endings.

Include examples of inflectional endings at the end of the standards.

Note: elementary teachers often do not have adequate training in phonics instruction. I having my reading specialist certification and still feel I need more training. Examples on phonics standards (RF) would ensure teachers understand their standard(s).

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With prompting and support, read words with inflectional endings.

**Truly, "-ing" and "-s"/"-es" are about all a first grade student can cognitively manage if the morphology of the suffix/ending is incorporated (aka, no "parrot-talk").

Important for developing good reading skills.

ELA-Literacy.RF.1.3g

Recognize and read appropriate irregularly spelled words (ie, "sight words").

**Again, allow for educator professional judgement/discretion based upon particular student cohort for a specified academic year.

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It is important to learn some words as sight words since not all words follow the rules of phonics.

Reading high frequency, but irregularly spelled words is important to fluency.

ELA-Literacy.RF.1.4a

Read appropriately-leveled text with purpose and understanding.

*The individual learner is the barometer for what is "appropriate", not an arbitrary "grade level" that can change based upon publishers/curricula.

Read first grade level text with purpose and understanding.

Read on-level text with purpose and understanding.

These standards require students to read / 50% of the students can't read.□

I'm suggesting that the schools purchase readers with cassettes.

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Use letter-sound knowledge to decode written English: Read aloud with fluency and comprehension at grade level.

It is important for students to develop an understanding of the importance of comprehending or reading with a purpose.

Setting a purpose for reading is important as is understanding what is read.

ELA-Literacy.RF.1.4b

**Could this not be somehow merged/combined into RF.1.4a?

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Please explain how you would break up the standard:

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.not all children read as fast as others.I don't feel children should be rushed to learn it

Read first grade level text orally with accuracy, appropriate rate, and expression on successive readings.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

What is the fluency words-per-minute expectation?

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

These standards require students to read / 50% of the students can't read.□

I'm suggesting that the schools purchase readers with cassettes.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Read on-level text orally with appropriate rate and expression on successive readings.

Use letter-sound knowledge to decode written English: Read aloud with fluency and comprehension at grade level.

Reading fluently is important for comprehension.
Reading fluently with expression helps students develop comprehension skills. It's not possible to read with expression if you don't understand what you're reading.
ELA-Literacy.RF.1.4c
Use context clues from sentences to confirm or self-correct word recognition and understanding, rereading as necessary.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
With prompting and support, monitor and self-correct for accuracy and understanding through using appropriate strategies (i.e., decoding, contextual clues, rereading).
It is vital to comprehension that students be able to monitor their own reading and adjust when necessary.
This is an important skill to help students read less familiar words.
This is poorly worded and ill-defined. it is not a good standard.
ELA-Literacy.RI.1.1
Ask and answer questions about important details in a text. **Use same wording/verbiage across the standards/subjects in a particular grade. Consistency.
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Standard comprehension fare.
Students at this level should be able to ask and answer questions about details in the text.
There is not enough here for this to be a standard.
This standard is repeated from Literature Standard RL.1.1
ELA-Literacy.RI.1.10
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With prompting and support, read informational texts with appropriate complexity. (As stated for the fiction standard of similar outcome, educator professional judgement of the complexity level appropriate for the particular student cohort for a specific academic year must prevail.)
First graders love reading informational texts about topics that interest them.
The phrase "with prompting and support" means this is not a standard. It is meaningless.
ELA-Literacy.RI.1.2
Identify the main idea and retell key details of a text.

Please explain how you would break up the standard:

Identify the main topic and retell key details of a text.

Strange enough main idea was not cited in the literature portion of the standards, but only here in the informational part. Unless finding the lesson or message is the main idea for literature. The terms should be consistent throughout.

Please explain how you would break up the standard:

With prompting and support, tell the main idea of a text and support the answer.

With prompting and support, retell important details of a text and connect them to the main idea.

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Repeated standard from RL.1.2

The complexity of the text would make a big difference. There is not enough information for this to be a standard.

ELA-Literacy.RI.1.3

Describe the connection between two individuals, events, and ideas in a text.

Identify the relationship between and describe two individuals, events, ideas, or pieces of information in a text.

Please explain how you would break up the standard:

Describe the connection between two individuals of information in a text.

Describe the connection between events of information in a text.

Describe the connection between ideas of information in a text.

Please explain how you would break up the standard:

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

This should be more specific than just "connection". This is ambiguous and doesn't specifically tell how in depth it should be for first grade.

Tell how parts of a text connect to each other (ie, individuals, events, ideas, or pieces of information in a text).

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Involves critical thinking at an early age.

RL.1.9 covers this standard, along with contrasting

The standard leads the student into a deeper level of comprehending the assigned material.

This is a teaching strategy... not a standard.

ELA-Literacy.RI.1.4

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Needs more specifics. Little unclear. Is this vocabulary-type words, expressions, grade-level sight words?

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

This is fine for informational text, but it's not included in the literature portion of standards. If it applies here, then it applies to literature. Students will encounter unfamiliar words and phrases in literature too.

Ask and answer questions to help determine the meaning of words and phrases in a text.

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With prompting and support, use strategies to understand unknown words and phrases in a text.

This is too vague to be a standard.

ELA-Literacy.RI.1.5

Identify and use the following text features to locate key facts or information in a text (table of contents, illustrations, front cover, back cover).

Identify various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text and use them with support.

Know and use headings, table of contents, glossaries, electronic menus, and icons to locate key facts or information in a text.

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

It should be more first grade specific as to which text features should be taught in first grade. Not all of the examples can be found in first grade reading material. It would be helpful for vertical alignment so that second grade knows what was taught previously.

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With prompting and support, find and use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to understand text and answer questions.

ELA-Literacy.RI.1.6

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With prompting and support, compare and contrast what the pictures and the words tell the reader in texts. (First grade students can understand and apply the terms, "compare" and "contrast" - I tell them, "'Compare' means 'alike' and 'contrast' means 'different'." I accompany the words with hands-together/clasping gesture for 'compare' and a pulling-apart motion with the hands for 'contrast'. It works.)

RI.1.5 covers this

This is very straightforward.

Well stated

What are the authors looking for? This is not a standard.

ELA-Literacy.RI.1.7

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Use the illustrations and details in a text to describe its main idea and supporting ideas.

Use the illustrations and words within a text to describe its important ideas.

It's helpful to describe key ideas if students use illustrations and details.

This is a strategy to get kids talking in a classroom. It is not a standard.

This is straightforward and not ambiguous.

ELA-Literacy.RI.1.8

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How is this really different than RI.1.8? Why is it here? It is not a standard.

Involves critical thinking.

this relates to why authors write which is necessary

vague

ELA-Literacy.RI.1.9

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With prompting and support, compare and contrast text features within one or two texts with the same main idea.

Involves critical thinking at an early age.

It is common to compare texts on the same topic.

This is too fuzzy to be a standard.

ELA-Literacy.RL.1.1

Ask and answer questions about key details in a text.

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Ask and answer questions about story elements in a text.

Ask and answer questions about key details in a text.

clearly stated

Encourages oral language between student and teacher, as well as promotes opportunity for higher level thinking

I am a strong supporter of Common Core State Standards, as I believe that these standards will help Louisiana children to become better prepared for the rigors of college, and/or to become better qualified for rewarding, well-paying careers. I recognize that Common Core State Standards were developed by the states---not by the federal government---and that they are not a prescribed curriculum, but rather are a set of standards that will empower Louisiana children to be elevated to the same levels of academic achievement as their counterparts in states that maintain high expectations for their students. Please do not pander to cynical, manipulative people with political agendas who claim that Common Core State Standards are something other than a set of academically ambitious standards that were developed by the states! Since it is in the interest of our great nation to provide ambitious academic standards for our students, true patriots who love America should be strong, vocal supporters of Common Core State Standards.

It applies to all literature when teaching. All literature has key details that need to be identified to understand the text.

It is the basis of comprehension no matter the genre.

This is an essential reading comprehension standard.

This is too vague to be a standard.

Ties in to all four ELA domains and is "expandable" depending upon the individual student's abilities. "Less is more".

With the appropriate level of text, I would expect this.

ELA-Literacy.RL.1.10

RL. 10a: Identify rhyme and rhyming patterns within a poem.

RL. 10b: Differentiate literal from figurative meanings used in poem.

RL. 10c: Decipher the central idea from a poem using supporting details.

RL. 10d: Explain the setting and tone of a poem using supporting details.

*If these are too difficult for first graders, then poetry may need to go up a level. Just a thought!

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With prompting and support, read text of appropriate complexity.

What is leveled "Grade 1" may or may not be appropriate for a particular cohort of students from one academic year to the next. So much is dependent upon parental SES and student participation in a high-quality PreK and kindergarten program. Some student groups may need to be challenged with second or third grade leveled texts - also dependent upon the factors stated previously. Allow the educator to exercise professional judgement in such matters. ***Less is more, simple is best.

Students should be exposed to reading various types of writing. However, as I stated previously, the Core Knowledge Skills Strand and Guide Book Units do have ANY poetry. These resources were approved by the state department.

Teachers need to prompt students at this level about poetry.

Use of the term "with prompting and support" means this is not a valid standard.

We need to teach them how to read. These standards are too abstract and do not create an environment for reading. Children must first learn how to read, and this should be the first priority. Children can't read because they don't read. They don't read because they are not allowed to read what they like. Little boys in my parish want to read about fish, deer, 4-wheelers, wildlife, big trucks, guns, so let them. IQ is a problem at all levels. IQ meaning "Imagination Quotient. Allow children to dream and dream big. Let's broaden their scope of the world around them.

ELA-Literacy.RL.1.2

Please explain how you would break up the standard:

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

I think central message aka "theme" is separate from retelling and details which can be found within the text. However the message or lesson is more inferred and requires more than just a referral back to the text. It takes some background in author's purpose, genre, as well as a student's own experience to determine. Those things need to be taught apart from retelling and details. The details may support what you think the lesson is, but cannot be used alone.

Please explain how you would break up the standard:

Retell stories, including key details.

With prompting and assistance, demonstrate understanding of a story's central message or lesson.

Retell stories in your own words explaining the meaning of the story.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Retell stories, including key details.

The standard encompasses the basics of comprehension - retelling. There are many strategies to use when teaching retelling. The standard allows the teacher to show many strategies and students can choose the strategy that works best for them.

This is too vague to be a standard but it could be turned into one.

Yes, a six year-old should be able follow a story and remember details.

ELA-Literacy.RL.1.3

Describe characters, settings, and major events in a story, using key details.

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Describe the characters in the story, it's setting and major events in a story using key details.

IDENTIFY characters, settings, and major events in a story, using key details.

Please explain how you would break up the standard:

Describe characters, settings, and major events in a story, using key details.

I would break this up into two parts:

1. Describe characters, setting, and major events in a story.
2. Give key details of the characters, setting, and major events.

Students need to first need to identify the characters, setting, and major events before going back and recognizing details.

Please explain how you would break up the standard:

Describe characters, settings, and major events in a story.

With prompting and assistance, students will use important details in describing story parts.

(Language used within the standard needs to be accessible and interdisciplinary. "Important" can be replaced with another modifier; however, whatever term is used should be used consistently in both the ELA and Math standards for the given grade level.

Standard comprehension fare.

The standard introduces using text evidence to prove a response. Instead of merely saying the name of a character or an event, a student can learn to look back in the text, re-read the text, and then state where their information came from in the text. It allows a teacher to know a student's level in reading comprehension and being able to gain meaning from what was read.

ELA-Literacy.RL.1.4

Ask and answer questions about unknown words in a text and identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Stories should be appropriate for age. Along the same line of Y7 Television rating.

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Identify words and phrases in stories that expresses feelings and senses.
Identify words or phrases in a story that suggest feelings.
I agree with this standard because understanding that words and phrases evoke feelings from the author to the reader is the essence of reading as it paints a visual image for the reader. However it is important to mention that the state recommended Core Knowledge Skills Strand as well as the Guide Book Units were void of ANY poetry for first grade!
I don't like it.
This standard is quite good. It is clear, concise and age appropriate.
ELA-Literacy.RL.1.5
Explain major differences between books that tell stories and books that give information, drawing on SPECIFIC text types. WIDE range is too early for this grade level.
Explain major differences between books that tell stories and books that give information.
Tell important differences between texts that are fiction and non-fiction. (Again, use the same verbiage within all standards for a grade level, regardless of subject. Consistency is *important*.) Kiddos in first are able after instruction to articulate the differences between fiction and non-fiction and use those specific terms. "Tell" is easier to understand than "explain". "Explain" is a difficult concept if one is limited in standard-acceptable English due to poverty/ESL.
The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
It is important to understand what type of story/book you are reading so that you know the purpose of your reading.
This is not developmentally appropriate for 1st grade.
This should be across grades and subjects.
Well stated
ELA-Literacy.RL.1.6
Identify who is telling the story at various points in a text. It needs to be more specific especially for first grade. This standard is very broad and lends itself to someone either teaching it too in depth or not enough. Example: "Who is telling the story at various points in a text"...does it mean just which characters and their dialogue or does it delve into "point of view" as in many Judith Viorst books (which is very difficult to expand upon in first grade).
Identify who is telling the story.
The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
With prompting and support, tell what character is speaking in the text and tell how you know.
This is incomplete. We really need a first grade example to understand the authors intention.
Yes, they should be able to identify who is "speaking" at a given time.
ELA-Literacy.RL.1.7

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

First-grade students are comfortable using illustration to show details, therefore, the standard builds on previous skills. This is important because students need to feel comfortable demonstrating how they comprehend information about the story's characters, settings, and events.

I like this standard because it is simple in wording and can be "expanded" in terms of teaching prompting based upon the individual student. ***Less is more, and simple is best.***

This is a strategy to get kids talking. It is not a standard.

This is standard comprehension fare.

ELA-Literacy.RL.1.8

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

I don't see any requirement

There is nothing present for this standard.

ELA-Literacy.RL.1.9

Compare and contrast characters in stories.

Compare and contrast what happens to characters in texts.

*Again, "adventures" and "experiences" adds an extra layer of distance between the student and the skill/learning. When writing standards, one must be clear as to the objective/purpose. Do we want students to be able to share what is happening to the characters, or do we want them to get "hung up" on whether the characters had an "adventure" or the "journey" was "terrible"? It is an important distinction when working with younger readers.

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With prompting, compare and contrast the adventures and experiences of characters in stories.

It is a common comprehension activity to compare how characters behave, relate, etc in various stories.

This is not a standard as it is currently written. It is incomplete. On what grounds are kids to compare and contrast?

This should be in every grade.

ELA-Literacy.SL.1.1a

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).The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

I don't believe this should be stated as a standard, but falls into the category of classroom management and expectation.

Important skill to learn early.

This is taught as part of classroom rules and procedures.

ELA-Literacy.SL.1.1b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.□

*Students need to distinguish between debate and dialogue in the early grades of intense academic discussion. Teachers should facilitate conversations with samples of sentence starters and appropriate manners of when responding to another student's comment.

Build on others' talk in conversations by responding to their comments.

The Supreme Court took state Rights away now Federal wants to take State's Right's away . There are no more States

With support from an adult, and using gambits, build on others' talk in conversations by responding to the comments of others through multiple exchanges.

I don't believe that this should be stated as a standard due to individual expressive differences among students. Although I do believe that it is important to teach students how to engage in constructive conversation about a topic, I also believe that this is a natural occurrence during a lesson. I do not believe that this standard is appropriate for a First Grade Classroom.

Interaction with students at early ages is critical.

This is first grade appropriate.

This is fuzzy and ill defined. It is not really a standard.

ELA-Literacy.SL.1.1c

Fuzzy. How can you compel a 6 year old to ask a question?

It is redundant.

This is done frequently in social studies and science.

This standard is a natural occurrence in a classroom setting, where learning is taking place. I do not believe that this standard is required to be written.

You cannot MAKE a child ask questions about something that confuses them. This should not be a written standard. Part of a teacher's job is to ask questions to check for understanding.

ELA-Literacy.SL.1.2

Ask and answer questions about important details in a text read aloud or information presented orally or through other media.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
Ask and answer questions aligned to the reading standards about texts read aloud or information presented orally or through other media.
Poorly worded and ill conceived. How do you compel a child to ask a question?
Students actually do ask questions about topics presented.
Students need to practice and demonstrate listening comprehension
ELA-Literacy.SL.1.3
**This standard could be merged/combined into SL.1.2, which addresses the same issue (redundancy).
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>
I believe it's too complex for 1st grade. They still need to grasp concepts at this age.
I feel it is important for students to learn how to question others for the purpose of gaining an understanding of text read aloud. If students learn to question early, it will be a natural process and they won't feel as intimidated about asking questions later.
Poorly worded and ill conceived. How do you compel a child to ask a question?
This is a difficult skill for beginning firsties as they usually want to "tell a personal story" rather than ask a question.
vague
ELA-Literacy.SL.1.4
Describe people, places, things, and events including important details.
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Clarification needed
Describe texts, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
Is this written or oral? Because of it's location in the standards I assume it is oral but that is not clear.
"Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume."
It's important to be able to do this early, so students learn the importance of remembering details and developing understanding.
This is a social skill as well.
ELA-Literacy.SL.1.5

**First grade students are still developing an awareness of others' perspectives and will not necessarily be aware of when additional information/"helps" are needed by others to add clarity. Therefore, I would eliminate "when appropriate" from the standard.

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

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

I don't feel this standard is really necessary, but i don't agree with any of the other choices. If this standard must be included, then I guess it should stand as written. I just feel that many first graders get bogged down on drawing the picture.

I wish this had an example. it is ill-defined.

Students do this easily when illustrating writing.

ELA-Literacy.SL.1.6

Produce complete sentences when appropriate to task and situation. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

First graders should be required to answer orally in complete sentences and in writing. They should be taught how to use sentence stems to aid in this process.

It is important to be able to speak and respond in complete sentences both orally and written.

It is redundant to address issues of clarity of speech to the audience and then "add-on" the "produce complete sentences..." standard. It's like a "dangling participle" - it just doesn't fit.

This is covered under other standards. Why is it presented again here?

ELA-Literacy.W.1.1

Please explain how you would break up the standard:

Asking first graders to write opinion pieces, informative pieces, AND narratives is entirely too much for a 6-year old. Narratives are the most interesting to first graders because they love telling stories at that age.

With prompting and support, write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion which demonstrates understanding of the topic or text, supply a reason for the opinion, and provide some sense of closure.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

First graders can write about why they liked a book, movie, or some other topic as well as give reasons why.

I think this standard is clearly written but I am not sure that it is age appropriate.

Students should be able to write a short opinion piece in 1st grade.

ELA-Literacy.W.1.10

Begins in grade 3. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Write routinely independently and in groups over extended time frames (time for shared research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.

ELA-Literacy.W.1.2

(With guidance and support) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

With prompting and support, write non-fiction texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Write informative/explanatory texts in which they name a topic or an idea from text(s) they have read, supply some facts or information about the topic or text, and provide some sense of closure.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

TEST TEST TEST TEST TEST

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

I think this standard is clearly written but I am not sure that it is age appropriate.

Narratives should be the only writing piece a first grader is expected to produce on grade level. Opinion pieces and informative pieces should begin in 2nd grade.

This standard works well with informational text, science, and social studies topics.

ELA-Literacy.W.1.3

(With guidance and support) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Please explain how you would break up the standard:

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Students must first begin the process of writing a simple paragraph.

There should be a process to the writing standards. There first needs to be a standard for writing a paragraph, then writing a narrative with sequenced events, then using details in the narrative.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

With prompting and support, write narratives that include a beginning, middle, and ending.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Age inappropriate.

I think this standard is clearly written but I am not sure that it is age appropriate.

Students can write about a personal event easily with this standard.

ELA-Literacy.W.1.4

Begins in grade 3. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

It starts in grade 3 not grade 1

ELA-Literacy.W.1.5

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With guidance and support from adults, focus on a topic, respond to questions from peers, and add details to strengthen writing as needed.

First grade students can do this with guidance and support through the instructional process. They may still lack the ability to self-monitor sufficiently to engage this standard independently by the end of the academic year.

If a standard requires "guidance and support from adults" it is not a standard.

It is important to use the steps of the writing process to produce a well written final product.

Students should be focused on basic writing skills that can be done independently.

ELA-Literacy.W.1.6

With guidance and support from adults, use a variety of digital tools to acknowledge the production of published writing with the collaboration of peers.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

The words "a variety of digital tools" is rather broad and ambiguous. For first graders to be able to produce and publish writing with a variety requires that they first are proficient in the platform used. This background knowledge along with the writing process itself is quite time consuming. If not done correctly, the digital ends up being at the forefront rather than the writing itself. First graders are still VERY tactile and I would rather the emphasis be on the production of the written rather than the digital.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With guidance and support from adults, use a variety of digital tools to produce and publish writing.

Age inappropriate.

Getting first graders to write a narrative correctly is a huge task in itself. When a VARIETY of digital tools must be used to produce and publish writing, you are introducing new concepts that most first graders do not understand or have never used (for example - simply typing on a computer keyboard, using a computer mouse, etc.) I do realize the world we live in is technology-driven, so I suggest including standards that teach identification of computer components and computer use.

If a standard requires "guidance and support from adults" it is not a standard.

Students should be focused on basic writing skills.

ELA-Literacy.W.1.7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).□

SHARED is the key word here - teacher leads research, whole group, etc.

Participate in shared research and writing projects.

The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

I believe that many teachers already incorporate this practice throughout other subject areas. Ex: Science and Social Studies

I don't like this standard. I think it is ill-conceived. Why is research limited to group projects? It seems like children should learn how to gather information from several sources on their own before trying to do it collaboratively.

This is a standard that is appropriate for first graders.

ELA-Literacy.W.1.8

*** This particular standard seems to lack clarity of purpose. Is the purpose to have students use background knowledge when thinking, or is the purpose for students to learn to use non-fiction texts/resources to answer a question. Before this standard can be adequately addressed, the purpose or desired outcome must be determined.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

With guidance and support from adults, recall information from experiences or gather information from provided sources to include in a writing piece.

With prompting, use background knowledge to answer questions.

If it requires "guidance and support from adults" it is not a standard.

This standard is appropriate for first grade, especially with a KWL chart.

ELA-Literacy.W.1.9

Begins in grade 4. The CCSS was contrived from the beginning. For education to work it needs to be local with experts in various fields in education writing the curriculum. Only One (1) of the Five (5) co-authors of Common Core had previous experience in writing standards. We need to start over for a better education reform. A reform that actually "serves" students is what is needed. A "reform" should be about "a change for the better". Ask yourself "Who are the rightful clients of public education"? Education Reform should not be "business driven" in order to "serve" children>>>

Age inappropriate.