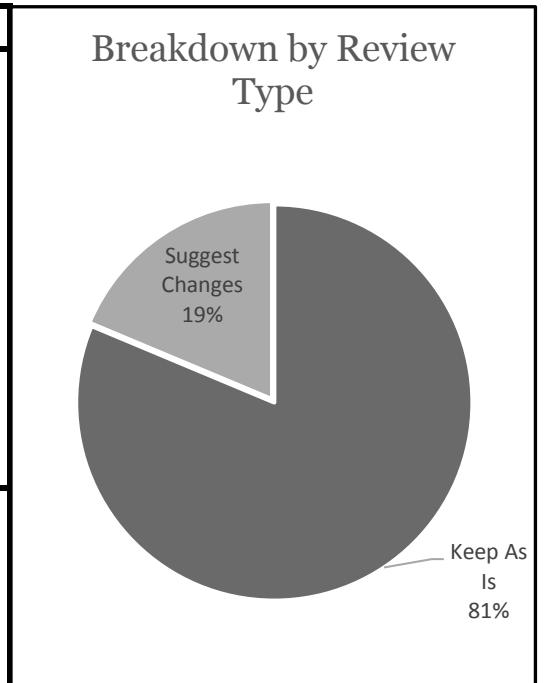


Kindergarten

ELA Standards

Summary

Total Reviews	3857		
Keep As Is	3136	Educator	1446
		Elected Official	0
		Institution or Higher Education Faculty	67
		K-12 Administrator	501
		Member of Organization	194
		Other	220
		Parent/Guardian	708
		Student	0
Suggest Changes	721	Educator	295
		Elected Official	20
		Institution or Higher Education Faculty	0
		K-12 Administrator	47
		Member of Organization	0
		Other	115
		Parent/Guardian	244
		Student	0



Change Suggestions	
Removed	102
Rewritten	224
Broken Up	28
Moved to a Different Level	367

Number	Count of Keep	% 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.K.1a	43	78%	12	22%	0	11	1	0
ELA-Literacy.L.K.1b	42	81%	10	19%	3	5	1	1
ELA-Literacy.L.K.1c	35	69%	16	31%	11	5	0	0
ELA-Literacy.L.K.1d	44	86%	7	14%	3	4	0	0
ELA-Literacy.L.K.1e	44	85%	8	15%	5	3	0	0
ELA-Literacy.L.K.1f	46	90%	5	10%	4	1	0	0
ELA-Literacy.L.K.2a	49	80%	12	20%	8	3	1	0
ELA-Literacy.L.K.2b	46	84%	9	16%	5	3	1	0
ELA-Literacy.L.K.2c	47	84%	9	16%	4	3	1	1
ELA-Literacy.L.K.2d	50	88%	7	12%	4	2	0	1
ELA-Literacy.L.K.3	16	89%	2	11%	0	1	0	1
ELA-Literacy.L.K.4a	38	69%	17	31%	13	2	0	2
ELA-Literacy.L.K.4b	29	52%	27	48%	23	3	0	1
ELA-Literacy.L.K.5a	47	96%	2	4%	0	1	0	1
ELA-Literacy.L.K.5b	37	74%	13	26%	7	4	1	1
ELA-Literacy.L.K.5c	43	91%	4	9%	1	2	0	1
ELA-Literacy.L.K.5d	38	76%	12	24%	10	1	0	1
ELA-Literacy.L.K.6	52	84%	10	16%	2	5	0	3
ELA-Literacy.RF.K.1a	57	95%	3	5%	0	2	1	0
ELA-Literacy.RF.K.1b	53	91%	5	9%	0	2	0	3
ELA-Literacy.RF.K.1c	54	96%	2	4%	0	2	0	0
ELA-Literacy.RF.K.1d	53	88%	7	12%	0	6	1	0
ELA-Literacy.RF.K.2a	60	98%	1	2%	0	1	0	0
ELA-Literacy.RF.K.2b	56	90%	6	10%	0	4	1	1
ELA-Literacy.RF.K.2c	54	93%	4	7%	1	3	0	0
ELA-Literacy.RF.K.2d	52	90%	6	10%	4	1	0	1
ELA-Literacy.RF.K.2e	55	95%	3	5%	1	1	0	1
ELA-Literacy.RF.K.3a	51	89%	6	11%	3	2	0	1
ELA-Literacy.RF.K.3b	46	81%	11	19%	3	6	1	1
ELA-Literacy.RF.K.3c	51	85%	9	15%	3	5	1	0
ELA-Literacy.RF.K.3d	45	78%	13	22%	8	4	0	1
ELA-Literacy.RF.K.4	48	81%	11	19%	6	3	0	2
ELA-Literacy.RI.K.1	59	88%	8	12%	5	1	0	2
ELA-Literacy.RI.K.10	50	82%	11	18%	5	2	0	4
ELA-Literacy.RI.K.2	57	84%	11	16%	5	3	1	2
ELA-Literacy.RI.K.3	50	76%	16	24%	10	3	1	2
ELA-Literacy.RI.K.4	49	78%	14	22%	7	3	0	4
ELA-Literacy.RI.K.5	55	93%	4	7%	0	2	0	2
ELA-Literacy.RI.K.6	47	73%	17	27%	11	1	0	5

ELA-Literacy.RI.K.7	50	82%	11	18%	7	1	0	3
ELA-Literacy.RI.K.8	40	65%	22	35%	16	3	0	3
ELA-Literacy.RI.K.9	43	69%	19	31%	16	1	0	2
ELA-Literacy.RL.K.1	74	89%	9	11%	3	4	1	1
ELA-Literacy.RL.K.10	57	76%	18	24%	7	6	3	2
ELA-Literacy.RL.K.2	69	87%	10	13%	3	5	1	1
ELA-Literacy.RL.K.3	65	86%	11	14%	4	5	1	1
ELA-Literacy.RL.K.4	60	77%	18	23%	7	7	2	2
ELA-Literacy.RL.K.5	51	74%	18	26%	11	6	0	1
ELA-Literacy.RL.K.6	58	77%	17	23%	7	6	1	3
ELA-Literacy.RL.K.7	62	86%	10	14%	5	3	0	2
ELA-Literacy.RL.K.8	13	72%	5	28%	1	3	0	1
ELA-Literacy.RL.K.9	56	78%	16	22%	12	3	0	1
ELA-Literacy.SL.K.1a	43	96%	2	4%	1	1	0	0
ELA-Literacy.SL.K.1b	34	85%	6	15%	3	1	0	2
ELA-Literacy.SL.K.2	39	74%	14	26%	4	5	2	3
ELA-Literacy.SL.K.3	43	88%	6	12%	4	2	0	0
ELA-Literacy.SL.K.4	43	88%	6	12%	2	3	0	1
ELA-Literacy.SL.K.5	46	90%	5	10%	3	1	0	1
ELA-Literacy.SL.K.6	44	88%	6	12%	1	4	0	1
ELA-Literacy.W.K.1	46	73%	17	27%	7	6	2	2
ELA-Literacy.W.K.10	13	81%	3	19%	0	2	0	1
ELA-Literacy.W.K.2	43	74%	15	26%	6	6	0	3
ELA-Literacy.W.K.3	38	64%	21	36%	11	7	0	3
ELA-Literacy.W.K.4	12	86%	2	14%	1	1	0	0
ELA-Literacy.W.K.5	32	62%	20	38%	12	5	0	3
ELA-Literacy.W.K.6	27	49%	28	51%	15	5	1	7
ELA-Literacy.W.K.7	32	57%	24	43%	17	3	1	3
ELA-Literacy.W.K.8	41	79%	11	21%	6	2	0	3
ELA-Literacy.W.K.9	14	93%	1	7%	0	1	0	0

ELA-Literacy.L.K.1a

Please explain how you would break up the standard:

Print many upper- and lowercase letters.

Use cursive writing to write many upper and lower case letters.

Print A to Z - upper- and lowercase letters.

Print all upper- and lowercase letters.

Print many upper- and lowercase letters. Change "many" to "all."

Print many 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>>>

Prints many upper- and lowercase letters.

"Many" seems vague. Maybe add a percentage or something.

Prints ALL upper-and lowercase letters.

Concept of Print requirement for primary grades.

Developmentally appropriate.

ELA-Literacy.L.K.1b

It is impossible for a 5-year old to speak without using nouns and verbs, so what is the point of the standard?

Please explain how you would break up the standard:

Use frequently occurring nouns and verbs by verbally formulating complete sentences.

Use frequently occurring nouns and verbs correctly most of the time when speaking.

Use frequently occurring nouns and verbs when retelling.

Use frequently occurring nouns and verbs. 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>>>

Developmentally appropriate.

I agree with standard most students will use basic sight words for writing nouns and verbs.

If they are talking what else would they be using but nouns and verbs? This is not a standard.

ELA-Literacy.L.K.1c

Form plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Form regular plural nouns orally and in writing by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

Form regular plural nouns orally by adding /s/ (e.g. dog, dogs).

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).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>>>

Developmentally appropriate.

ELA-Literacy.L.K.1d

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) in speaking

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) when speaking.

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).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, understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Developmentally appropriate.

ELA-Literacy.L.K.1e

How can anyone speak without using prepositions? The standard encourages rote memorization of prepositions.

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) when speaking.

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).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>>>

Developmentally appropriate.

I feel like some of these words should be included in a list of grade level sight words.

ELA-Literacy.L.K.1f

Produce and expand complete sentences in shared language activities.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>>>

All questions should be answered in complete sentences by both teachers and students. Correct modeling will help students develop better speaking and writing skills. It is also important to have students expand on sentences so their speaking and writing will be more interesting.

Developmentally appropriate for small or whole group shared writing activities.

Developmentally appropriate.

ELA-Literacy.L.K.2a

Capitalize the first word in a sentence and the pronoun I when writing complete sentences.

Capitalize the first word in a sentence and the pronoun I. 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>>>

Please explain how you would break up the standard:

Kindergarteners should be introduced to sentence writing and observe and discuss correct sentence structure. NOT forced to write sentences.

Developmentally appropriate.

ELA-Literacy.L.K.2b

Please explain how you would break up the standard:

Recognize and name end punctuation.

Use correct punctuation for statements and questions.

Recognize and name end punctuation. 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>>>

Recognize, name, and use end punctuation.

Developmentally appropriate.

ELA-Literacy.L.K.2c

Please explain how you would break up the standard:

Write a letter or letters for most consonant.

Write a letter for each short and long vowel.

Write a letter or letters for all consonant and short-vowel sounds (phonemes).

Write a letter or letters for most consonant and short-vowel sounds (phonemes). 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>>>

In fact, this skill should be focused on mostly at this grade level as the basic foundation of development of reading and writing skills.
Students need to be able to relate the phonemes to letters to develop reading and writing skills.
Too vague to be a standard and it does not include an example.
ELA-Literacy.L.K.2d
Spell simple CVC words phonetically, drawing on knowledge of sound-letter relationships.
Spell simple words phonetically, drawing on knowledge of sound-letter relationships.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>>>
Essential.
Too vague to be a standard and it does not include an example. Does the word need to be spelled correctly? e.g., soap written as sop?
ELA-Literacy.L.K.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>>>
It is a high skill for kindergarten.
It is pointless.
ELA-Literacy.L.K.4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).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>>>
Understand new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
(Most students at this developmental level are already applying multiple meaning words conversationally. Realization of this concept comes as a surprise. Although Kindergarten students may learn to identify different meanings relating to nouns (e.g., bat is a bird or a stick to hit balls), it is considerably more difficult to identify differences between nouns and verbs with different meanings. Either way, this mostly requires assistance and/or support. Thus, simply understanding that differences do exist enables the child to be aware of differences in usage of some words.)
Already in other standards
Duck and duck? Both of the examples would be equally understood by 5 year old's. If these are the best illustrations that the authors could come up with then there is clearly a problem with the standard.
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 with prompting and support.

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. 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 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.

Under, read, red, pretty..... the authors clearly have not spent much time with 5 year old children. This is a poorly written standard.

ELA-Literacy.L.K.5a

Sort common objects into categories (e.g., shapes, foods) 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>>>

It is age appropriate for most Kindergarteners. It is clear and concise.

This could be turned into a standard but with the inclusion of "guidance and support" it is not one.

ELA-Literacy.L.K.5b

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 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>>>

Demonstrate understanding of frequently occurring verbs and adjectives.

Opposites are too abstract of a concept for Kindergarten.

Demonstrate understanding of frequently occurring verbs, adjectives, and adverbs by relating them to their opposites (antonyms).

Please explain how you would break up the standard:

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

OK, as long as teachers aren't focused on parts of speech instruction, such as a unit on verbs, adjectives, prepositions, etc. This type of standard could lead to strict grammar instruction instead of usage.

1) I don't believe this is age appropriate and 2) it requires "guidance and support from adults" so it is not a standard.

ELA-Literacy.L.K.5c

Identify real-life connections between words and their use (e.g., note places at school that are colorful). Very ambiguous.

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

the example does not help to clarify the standard

This could be a standard except it requires "guidance and support from adults" so it is not.

ELA-Literacy.L.K.5d

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) 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>>>

If the authors couldn't come up with authentic kindergarten examples, there is obviously something wrong with the standard. "walk" and "march" do not describe the same general action.

If all this is to be done with guidance and support from adults, then they are not standards.

This standard exposes students to vocabulary not used daily.

ELA-Literacy.L.K.6

Use illustrations, developmental/inventive spelling, and APPROPRIATE vocabulary to write for a specific purpose and or audience.

Using words and phrases in student writing implies an acquisition of vocabulary.

Use vocabulary words correctly in a sentence. Vocabulary words should be level appropriate.

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

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **This standard is nearly impossible to evaluate without recording everything a student says at school and at home and listening for use of new words. **

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

Again, with guided practice, students' enrich their repertoire by making their learning a real part of them. This allows for all students, regardless of their learning level/mode, to participate and extend any lesson. It also inspires students to work closely with their peers in a fun way!

Developmentally appropriate for K students

Developmentally appropriate.

please clarify

This is not measurable.
This standard is unclear. I don't understand what skill is being measured.
What else would kindergartners be using if speaking out loud? The authors clearly couldn't figure out a real standard.
ELA-Literacy.RF.K.1a
Demonstrate how to handle a book and turn the pages.
Point to show that English print moves left to right across the page and from top to bottom.
Follow words from left to right, top to bottom, and page by page. 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 appropriate
Developmentally appropriate.
Foundational skills should be the cornerstone of KN curriculum.
fundamental reading skill
KINDERGARTEN STUDENT'S NEED TO LEARN HOW TO WRITE AT AN EARLY AGE.
Seems the best place to start
This standard is a precursor for reading ability of a student.
This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.
ELA-Literacy.RF.K.1b
Demonstrate the understanding that spoken words are represented in written language by specific sequences of letters. (phonetic spelling acceptable)
Recognize that spoken words are represented in written language by specific sequences of 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>>>
Developmentally appropriate.
fundamental reading skill
How is this measureable?
Not necessary. I think kids understand that spoken and written words are the same.
Seems an important concept to begin with
Sight or high frequency words could be used to assist with this skill.
This is actually a pre-k skill, but good to review, and allow students to catch up.
This standard is an indicator of a young emergent student's ability to decode a sound out words.

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

What are they asking for here? This should be more specific.

ELA-Literacy.RF.K.1c

Understand that words are separated by spaces in print and the physical size of the space relative to the text.

Understand that words are separated by spaces in print. 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>>>

aka Can they read??

Developmentally appropriate.

Seems essential

This is good, but need to add quotation, question, and exclamation points.

This standard is a precursor for reading words in a passage for young emergent learners.

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

This will help with writing.

ELA-Literacy.RF.K.1d

Please explain how you would break up the standard:

I think RF.K.1d should be a standard on its own. RF.K.1a, b, and c should remain together.

Recognize and name all upper- and lowercase letters of the alphabet. I just don't think this standard should be hidden in concepts of print. It's the main thing kids learn in kindergarten and should have its own Standard.

Recognize and name all upper- and lowercase letters of the alphabet. This should be moved to prekindergarten.

Recognize and name all upper- and lowercase letters of the alphabet. 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>>>

Recognize and name both the common sound(s) and the name of all upper- and lowercase letters of the alphabet.

Recognize and name most upper- and lowercase letters of the alphabet.

Developmentally appropriate.

Great-granddaughters are doing in pre-school.

Letter recognition is the start to learning that letters make sounds.

This is a Concept of Print and a precursor of reading ability in emergent readers.

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.2a

Recognize and produce rhyming 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>>>

Developmentally appropriate.

It aids students in learning how to read.

Necessary foundation for reading

Once more it seems this is being done in pre-schools with success

Precursor for reading in young emergent readers.

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.2b

Count, pronounce, blend, and segment syllables in spoken words and show how words and phrases supply rhythm in a story, poem, or song.

Count, pronounce, blend, and segment syllables in spoken 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>>>

Count, pronounce, integrate, and segment syllables in spoken words.

Please explain how you would break up the standard:

Count and pronounce syllables in spoken words.

Blend, and segment syllables in spoken words.

Developmentally appropriate.

For this to be a standard an age appropriate example should have been provided.

Necessary foundation for reading - 85% of all struggling readers regardless of age have a weakness in this area. Correct teaching of this skill in kindergarten and first grade can prevent reading difficulties later on.

Not sure what this entails, but a trained teacher will know what to do

Pecursor for reading ability.

This standard is laying the foundation for reading. At least 85% of all struggling readers (regardless of age) lack appropriate phonemic awareness. If a child isn't automatically aware of the sounds of our language, that child must be explicitly taught in kindergarten and first grade. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.2c

Blend and segment onsets and rimes of single-syllable spoken words. (e.g., /c/ + /at/ → cat).

Blend and segment onsets and rimes of single-syllable spoken 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>>>

Integrate and segment onsets and rhymes of single-syllable spoken words.

Developmentally appropriate standard for early reading ability

Not sure what this entails, but depends on the teacher

This standard is laying the foundation for reading. Segmenting and blending sounds in words is extremely important for reading text. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.2d

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

Also cannot end with the letters w or y because they become part of the vowel sound.

Important phonemic awareness skill for emergent readers with three letter words in isolation or as a spoken word.

Sounds challenging. I'm agreeing assuming trained teacher

There should be an example included.

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.2e

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new 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>>>

All of the skills that were listed in this section are important to learn/practice to prepare students for reading.

All of these standards in this strand are basic foundations for reading success.

Developmentally appropriate.

I think this is being done in pre-schools

Important skill which identifies how well young emergent readers can substitute consonant letters at the beginning or end of a word to make a new word and pronounce it correctly.

There should be an example included.

This is how kids learn to read! And this is all sounds, nothing with letters!

This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.

ELA-Literacy.RF.K.3a

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. 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>>>

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for each consonant including soft c and g.

Developmentally appropriate.

Primary students should be able to write and say the appropriate letter sound for 20 consonants.

Seems to non-expert to be foundational

There are so many fun ways to teach this: Letter People, ZooPhonics, etc.

There should be an example included.

This standard is laying the reading. The expectation is appropriate for kindergarten students.

This standard prepares students to learn how to read by decoding words.

ELA-Literacy.RF.K.3b

Associate just short sounds with common spellings (graphemes) for the five major vowels.

Associate the long and short sounds with common spellings (graphemes) for the five major vowel letters (a, e, i, o, u). There are 18 vowel sounds. This wording is clearer.

Associate the long and short sounds with common spellings (graphemes) for the five major vowel letters.

Associate the long and short sounds with common spellings (graphemes) for the five major vowels. ** Give specific examples. **

Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 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>>>

Please explain how you would break up the standard:

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

I would start with short sounds first, long sounds are more difficult for Kindergarten students.

Developmentally appropriate.

Important precursor for reading in primary grades Pre-K and K whereby students must know which vowels should be stressed when pronouncing a word in print.

Once more seems foundational

There should be an example included.

ELA-Literacy.RF.K.3c

Please explain how you would break up the standard:

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Dolch Pre-primer and Primer in kindergarten

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does), as listed in _____ list. (DOLCH, or others)

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

I think there should be a more complete list since different parishes use different basals and may focus on different words.

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Some of these words will cause many children to fall behind. This contradicts phonetic learning. I agree that they should be introduced, but I don't think that they should have to be able to recognize them by sight at this grade level

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).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>>>

Developmentally appropriate for primary grade K.

Developmentally appropriate.

Different programs have different sight words - this wording is appropriate.

Different programs teach different high-frequency words. The teacher should follow the guidance of a good basal program to be sure the instruction is explicit and systematic and that it is consistent across the school district.

Essential to learning to read.

Foundational

I like this standard, but it seems like 40 sight words are too many to master in Kindergarten.

The most important skill at this level for fluency. It is the 1st reading success for the student to celebrate and motivate themselves that they will have continued success. Immediacy in recognition of the sight words helps smooth flow when student begins to sound out/ break down & blend the phonetic word.

ELA-Literacy.RF.K.3d

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Distinguish between similarly spelled words with short vowels by identifying the sounds of the letters that differ.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.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 the sounds of letters that differ between similarly spelled words.
With prompting and support, distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Developmentally appropriate.
Foundational
Students in kindergarten need to understand that cat and cut are different because of sounds in the middle are different. This is a critical skill for struggling learners.
There should be examples included in order for this to be a standard.
This standard reinforces previously learned skill of phoneme substitution and phoneme deletion in C-V-C words.
ELA-Literacy.RF.K.4
Begin to Read emergent-reader texts with purpose and understanding.
Read ?? texts with purpose and understanding.
Read emergent-reader texts with purpose and understanding. 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>>>
Developmentally appropriate.
Fluency in kindergarten includes reading with purpose and understanding, has nothing to do with speed (confusion at grades 1 and up).
Foundational
Primary students by the middle or end of Kindergarten should be able to one, or two syllable words in text.
Since most students won't be able to read at all the first half of the year, this is unrealistic to expect.
Students need to learn how to comprehend stories that they read read.
The crux of reading success at this level.
This is too vague to be a standard.
This standard is laying the foundation for reading. The expectation is appropriate for kindergarten students.
ELA-Literacy.RI.K.1
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" is what makes this standard achievable for ALL students.
Developmentally appropriate.
getting them started right

If a standard requires "prompting and support" it is not a standard.
"Identify important elements of the text (e.g., events, topics, concepts) and answer questions about them" is a standard.
reasonable activity and skill for this age child.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard introduces young emergent readers to a specific style of writing which they will see over and over again for many years.
This standard is already addressed above in ELA-Literacy.RL.K (1,2,3)
Simply add both fiction and nonfiction texts to the above listed standard
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RI.K.10
Actively engage in group reading activities with purpose and understanding. This standard is good, but should be more specific as to describe how students should be engaged (listening, asking questions, responding to questions, etc.).
Actively engage in group reading activities with purpose and understanding. 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>>>
Already addressed in prior standards
Developmentally appropriate.
Exact duplicate of standard RLK10 except the standard is named RIK10; the only difference is "K" rather than "I"
I agree with the standard, but it is a repeat of previous standards...
Identical to another one
Of course.
This is too vague to be a standard.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard allows for cooperative learning time with multi-level reading groups.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RI.K.2
Please explain how you would break up the standard: identifying yhe main idea should be introduced at this level but not mastered. Recalling details is appropriate for K
With prompting and support, identify the main topic and retell key details of a text.

With prompting and support, identify the main topic and retell key details of a GRADE APPROPRIATE textS READ ALOUD BY THE TEACHER OR BY THE INDIVIDUAL STUDENT.
With prompting and support, identify the main topic and retell key details of a text.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>>>
Developmentally appropriate.
great start.
If a standard requires "prompting and support" it is not a standard.
Standards should be clear and these two ideas should be broken into two different standards.
"Identify important elements of the text (e.g., characters, events, topics)."
"Retell main ideas from text heard or read."
This does not have to be written!
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is already addressed above in ELA-Literacy.RL.K (1,2,3)
This standard is an introduction to a skill that students will be seeing every school year through high school.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RI.K.3
Please explain how you would break up the standard: at this grade level the describing the connection needs to be explained better. I think discussing similar and different is appropriate but not long complicated explanation. This needs to be addressed
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
With prompting and support, describe how two individuals, events, ideas, or pieces of information in a text relate (e.g., they are the same or one come before the other).
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.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>>>
Beginning of critical thinking
Developmentally appropriate.
If a standard requires adult assistance, it is not a standard.
The phrase "with prompting and support" included in the majority of the R.K standards, is appropriate.

The standard as it was written is abstract and therefore developmentally inappropriate.
This can be simple: "Lizards live in the desert, and so do cacti."
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is an introduction to a style of writing necessary for writing across content areas and a skill which they will be using from now until they finish high school.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RI.K.4
This is unclear. I am not sure what skill it is addressing.
With prompting and support, ask and answer questions about unknown words in a text.
Remove "ask questions about unknown words in text". Keep "answer questions about unknown words in text."
With prompting and support, ask and answer questions about unknown words in a text. 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>>>
Already addressed in other standards
Developmentally appropriate.
How does one force a 5 year old to ask questions about an unknown word? If a standard requires "prompting and support" it is not a standard.
Identical to RI.K.1 above
Kdg students are able to do this - but it requires skillful teaching of the skill - and a lot of teacher modeling.
Seems redundant; almost identical to previous standards
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is necessary because it introduces young emergent readers to vocabulary words and in order to understand what is being read, you must know the meaning of words in text.
Why not? Start of good habits
ELA-Literacy.RI.K.5
Identify the front cover, back cover, and title page of a book.
"Identify the front cover, back cover, spine, name of author and illustrator, and page numbers of a book." (physical/observable parts for this grade level)

Identify the front cover, back cover, and title page of a book. 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>>>

? Doesn't seem much.

age appropriate skill

Concept of Print skill for young emergent learners.

Concepts of print are needed in Kindergarten.

Developmentally appropriate.

I agree with this standard, but it should also be included in Reading Literature text.

Not a developmentally appropriate standard.. preschools can find the front and back cover...

Finding the title page is more appropriate to 1st or 2nd grade

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students, and they are already doing this in kindergarten classes.

What is the long term purpose of this? It is appropriate for early childhood literacy work, as in preschool, or with children at risk who may not have had previous exposure to books. By kindergarten, they know this.

ELA-Literacy.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 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>>>

Concept of Print skill required for this grade level.

Developmentally appropriate.

Doesn't seem a stretch. They should be able to handle.

Identical to another one

Naming an author and illustrator is not a necessity. This should only be informally assessed. Teachers may casually discuss these individuals, unless they are conducting an "author study". I do believe it is important to understand the role of the author and illustrator, however. I think this can be embedded in the standard involving parts of a book (RI. K.5).

Redundant - identical to previous standard.

Same as RL.K.6

This is poorly written. What does this mean? What has the author done? What has the illustrator done? This is not understandable English for a standard.

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.

ELA-Literacy.RI.K.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).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>>>

adult and child interaction with literature and informational text and constantly making connections between the oral and the written language is developmentally appropriate and necessary in kindergarten.

Already addressed in prior standards

Developmentally appropriate.

I'm assuming a well trained teacher.

The example helps explain this standard

The standard as it was written is abstract and therefore developmentally inappropriate.

This is not a standard.

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.

Using pictures to convey meaning in text necessary and appropriate way to define literary meaning.

ELA-Literacy.RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text. This is to General a description

With prompting and support, identify the reasons an author gives to support points in a text.

At this level many times the author does not gives reasons to support points in a text. In many informational text at this level the reason it just to give the students information about the topic. I think this standard should be evaluated to determine if it should be rewritten to clarify or deleted.

With prompting and support, identify the reasons an author gives to support points in a text.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>>>

Developmentally appropriate.

DEVELOPMENTALLY INAPPROPRIATE

I THINK STUDENTS SHOULD UNDERSTAND WHY AUTHOR WRITE AND THIS STANDARD HELP TO IDENTIFY THE SKILL.

Independently, this would be a too-rigorous standard for K. However, "with prompting and support" indicates teacher modeling and guidance for the child to achieve this standard.

Introduction to higher order thinking on giving an opinion of why the author wrote a piece of literature in a certain point of view.
The standard as it was written is abstract and therefore developmentally inappropriate.
This is not a standard.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
Yes! Tried to get my 14 year old granddaughter to do this with little success.
ELA-Literacy.RI.K.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).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>>>
absolutely! We can easily compare multiple versions of books on Bears.
Developmentally appropriate.
DEVELOPMENTALLY INAPPROPRIATE
I agree with these standards, but many are redundant...
Introduction to similarities and differences in two different pieces of texts on a similar topic; higher order thinking activity using compare and contrast technique.
Never too early. Once more the key is the teacher.
This is not a standard.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This should be a standard in every grade level.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RL.K.1
1) With prompting and support, ask questions about key details in developmentally appropriate text. (list acceptable forms of prompting -- such as picture cues, verbal cues, peer assistance)
2) With prompting and support, answer questions about key details in a developmentally appropriate text. (list acceptable forms of prompting -- such as picture cues, verbal cues, peer assistance)
With prompting and support, ask and answer questions about key details in a text using a multiple choice selection for some students who may not have the ability to write a simple or compound sentence.
With prompting and support, ask and answer questions about key details in a text. (I find my students accept the selection "at face value" & needed training in thought process to form questions.) Specific instructional attention should be introduced for students to understand how to ask basic, generic type questions.

<p>With prompting and support, ask and answer questions about key details in a text. 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>>></p>
<p>Developmentally appropriate.</p>
<p>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.</p>
<p>I believe Kindergarten students can ask and answer question with prompting and support.</p>
<p>I can appreciate this standard because younger learners should be encouraged to ask and respond to details in a text. Encouraging the young learner to engage in dialogue whether asking questions or responding to them, only builds the child's esteem and vocabulary.</p>
<p>I like that with prompting and support is included to make it developmentally appropriate.</p>
<p>I want my child to be able to do this.</p>
<p>If a standard requires "prompting and support" from adults it is not a standard.</p>
<p>It does not specify that questions must be written, nor does it specify that the text must be read independently by the student.</p>
<p>It is important to observe comprehension via questioning.</p>
<p>Key details in Kindergarten is good for comprehension in later grades.</p>
<p>Kindergarten students need prompting and support in order to ask and answer questions about key details in a text. This is a very important skill for students to develop early on and develop throughout their educational experience. It is also important to leave the standard as is because "text" means more than just a story. Text is anything with words. Students in Kindergarten can learn and practice this standard with any text: stories, poems, magazines, signs, songs, etc.</p>
<p>Kindergarten students should be learning how to interact with a text, WITH PROMPTING AND SUPPORT.</p>
<p>My two-and-a-half year old can point out characters, items and colors in a book. I would expect in two and a half more years, she should be able to answer simple questions about the text.</p>
<p>Questioning texts is essential to understanding them and answering questions demonstrates that understanding.</p>
<p>Reading is all about comprehending.</p>
<p>reasonable expectation for this age group. Fosters critical thinking</p>
<p>Standards should align to the Anchor Standard and flow seamlessly from K through each grade to 12th.</p>
<p>The sooner children learn to think about what they read, the better.</p>

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.

ELA-Literacy.RL.K.10

Actively engage in group reading activities with purpose and understanding. This standard should be made more specific, as to identify how students should be engaging in such activities (listening, asking questions, responding, etc.).

Actively engage in group reading activities with purpose and understanding.

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>>>

Participate in group discussions of stories that the teacher has read aloud using both active listening and expression of personal opinions.

Please explain how you would break up the standard:

Actively engage in group reading activities with purpose and understanding. Maybe should be more specific about what students are to do

Please explain how you would break up the standard:

Actively engage in group reading activities with purpose and understanding.

additional standard: Independently read emergent level texts.

Please explain how you would break up the standard:

Given developmentally appropriate reading activities, engage by focusing and attending to large and small group reading activities

Given developmentally appropriate reading activities, display understanding of texts read in large and small group reading activities by using these story to address sequence and retelling standards given above.

Developmentally appropriate.

Doesn't seem a reach.

Group work provides peer tutoring experiences, a "safety net" environment...just a tip of the advantages of group work. Again, guided instruction/ practice for helping them learn how to interact with each other (generic basic questioning techniques for group work, setting up respectful perimeters for working together, etc.)

reason(s):

I have witnessed that when students of all ages read stories, articles, or any piece of informational text, they are mentally incapable of making the connection or envisioning the actual situation which causes them to struggle with actual comprehension as it connects to the real-world. This can inhibit a child's understanding of similes, metaphors, synonyms, antonyms, figurative speech, inference, etc., which can in return affect their comprehension of what they are reading.

*NOTE: I have not researched the standard(s) and/or grade level that relates to figurative speech and such, so I'm not sure if this particular standard can be incorporated into a lower grade level.

Comprehension is tough for students of all ages, and in my opinion, this is because children (of all age groups and grade levels) do not understand how to live in the "real" world or form mental images of what they are actually reading. They rely on the words versus the actual "meaning" of what they are reading. Most students lack the ability (or haven't been taught how) to form a mental "movie" in order to truly feel, interpret and comprehend what is actually happening.

I have had the pleasure of teaching middle school students and high school students (and I've partially worked with elementary level students through volunteering and substituting), and what bothers me the MOST is that high school students displayed a severe deficiency with comprehension...even with minor math word problems - consisting of merely two sentences depicting a real life situation.

I believe comprehension should begin in pre-k or Kindergarten, because...

School children are confined to a school environment for most of their upbringing, so it is truly difficult for them to comprehend & make TRUE connections to the real world setting because of their lack of experience in the real world, with some exceptions of course. So, comprehension should be taught from the moment a child begins to read.

If students are taught very early on how to make a real-life connection with any piece of text they read by using their imaginations and minds to "hypothetically" place them in the situation they are reading about - by creating a mental "mind" movie – then, I believe that they can and will gain major comprehension skills from an early age. By utilizing the concept of empathy (which is placing oneself into other's shoes) with young school age children is something I support very

I want my child to be able to do this.

Teacher led initially, then peer to peer.

The standard is not measureable so either "actively engaged" needs to be defined in order to be measureable or it needs to be deleted.

This can be read-alouds, listening to books on tape, etc.

This is the most rewarding part of reading--sharing!

This is too vague to be an educational standard. What is the threshold for engaging with "purpose and understanding"?

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is good for cooperating learning activities and guided reading with multi-level ability groups during reading block.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
ELA-Literacy.RL.K.2
Orally retell ideas and important facts in GRADE APPROPRIATE texts read aloud by the teacher or read by the individual student.
Please explain how you would break up the standard:
With prompting and support, sequence key details in familiar stories (list appropriate prompts, such as sequence picture story cards)
With prompting and support, retell familiar stories, including key details (list appropriate prompts, such as visual cues cards to prompt verbalization)
With prompting and support, retell familiar stories, including key details with selection of choices for some students who may not be able to write retell of story in sequential order.
With prompting and support, retell familiar stories, including key details. 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, retell stories, including key details.
Developmentally appropriate.
I like that with prompting and support is included to make it developmentally appropriate.
I like this standard because the young learner should be able to retell familiar stories. This is critical in assessing the learner's comprehension skills.
I want my child to be able to do this.
If a standard requires "prompting and support" from adults it is not a standard.
It is important to leave this standard as is for many reasons. First, students in Kindergarten still need prompting and support in order to retell familiar stories. Also, this standard encourages students to remember what they are being read in order to retell. This is great for building skills needed for comprehension and understanding.
It is important to practice retell to develop comprehension.
It leaves the method of feedback open for the teacher: the student could draw a picture, write a sentence, act it out, etc.
Kindergarten students can retell stories with prompting and support from thier teacher.
Retelling is an important skill.
It may be helpful to give examples of key details.
Thinking with reading is important.
This is essential to demonstrating understanding of a written text.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.

This strategy enhances memory and retention.

ELA-Literacy.RL.K.3

Please explain how you would break up the standard:

This standard should be broken up into separate more specific standards: Identifying characters, settings, and major events in a story should be taught separately. This will allow the teacher to ensure that each story element is mastered before moving on to the next story element. This will allow students to understand the story better.

With prompting and support, identify and provide key details about characters, settings, and major events in a story.

With prompting and support, identify characters, settings, and major events in a story read aloud.

With prompting and support, identify characters, settings, and major events in a story using multiple choice format for students who may not have the ability to write names of characters, describe setting and major events in print.

With prompting and support, identify characters, settings, and major events in a 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>>>

Comprehension is happening when students are able to practice this standard.

Developmentally appropriate

I agree with the standard because the young learner with support and prompting should be comfortable enough to respond to inquiries about the elements of a particular story. The major goal for the young learner is to develop vocabulary, and this is done through interactive dialogue between the young learner and instructor.

I want my child to be able to do this.

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

Same as earlier answers, thinking!

This is essential to demonstrating understanding of a written text.

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

ELA-Literacy.RL.K.4

Ask and answer questions about unknown words in a text using context clues.

Ask and answer questions about unknown words in a text. Many young children can not "ask questions" about unknown words in text. These words go "right over their heads" when listening to stories. They don't realize that there are words in the text that they don't know. They can however, "answer questions" about known when prompted by the teacher.

Ask and answer questions about unknown words in a text. 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 very difficult to prompt 5 year olds to ask a question about unknown words. They can answer, but it is rare that they ask about the word themselves.

Please explain how you would break up the standard:

Participate appropriately in large and small group activities focused on locating unfamiliar words in developmentally appropriate high interest text
Participate appropriately in large and small group activities focused on asking about unfamiliar words in developmentally appropriate high interest text
Participate appropriately in large and small group activities focused on answering questions about unknown words in developmentally appropriate high interest text.

Many kindergarten age children are just learning how to attend school. For some this is their first experience with a structured learning setting. It is more appropriate for children this age to learn the structure of successful group interaction in the classroom while focusing on academic tasks.

Please explain how you would break up the standard:

The unknown words should of course be presented within familiar context repeatedly.
Ask and answer questions about unknown words in a text.

With prompting and support, ask and answer questions about unknown words in a text.

Developmentally appropriate.

Good way to call attention to new vocabulary.

I want my child to be able to do this.

It helps with comprehension and understanding of unfamiliar words.

It is important to leave this standard as is because asking and answering questions about unknown words builds skill needed for comprehension and understanding. It also helps students build fluency. "in a text" is important because "text" doesn't just refer to stories. It can mean stories, poems, songs, signs, or anything with words.

It is unclear & I am unsure why this is an important skill.

Students do this naturally!

The inclusion of "asking" questions and not only answering questions takes it to a higher level. If we raise our standards, students WILL rise to the occasion with proper teaching and support.

The young learner should feel comfortable enough to inquire about unfamiliar words in text...this enhances vocabulary development. Also, the young learner should not feel threatened when asked about unfamiliar words in text as this helps to make one a good reader.

This is not a standard. How would one force a 5 year old to ask a question about an unknown word?

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is introducing higher order thinking to young emergent readers and it's asking them to think outside the box and create their own questions.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. Kindergarten students should be taught to ask questions when they are unsure about words in text they are listening to or reading independently. They can be guided in working together to provide answers to such questions.

Two year olds ask questions about the world around them so I would certainly expect a 5 year old to be at the point of asking questions about what is being read.
Using context clues to discover the meanings of unknown words is an essential foundation of reading, but so is being able to find information when the meaning of a word is not apparent.
ELA-Literacy.RL.K.5
Distinguish a story from a poem.
Recognize common types of texts (e.g., storybooks, poems) after reading or listening to examples. (This item has been tested in the past by showing the student drawing of book covers. Too abstract)
Recognize common types of texts (e.g., storybooks, poems) when presented orally.
Recognize common types of texts (e.g., storybooks, poems).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>>>
Recognize common types of texts (e.g., storybooks, poems, etc.).
With prompting and support, recognize common types of texts (e.g., storybooks, poems).
Children who are not raised with various texts in their homes might not recognize the variety of books available and find the niche that interests them.
Developmentally appropriate.
I want my child to be able to do this.
Introduction to higher order thinking again whereby students have to relate to other texts (prior knowledge) and say how the new text relates to another text previously introduced to student(s).
Kindergarten age children did not need to focus on the details of whether they are reading a storybook or a poem. They need to focus on learning to love reading and learning the basics of attending to story structure and details.
Kindergarten students need to be introduced to different types of texts. "Text" shouldn't just refer to stories. It could be stories, poems, songs, magazines, web pages, or anything with words.
Our K students should be exposed to different genres.
Properly trained teachers can guide children through
This is a basic skill associated with reading readiness.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. This kind of conversation is already happening in kindergarten classes where students are making progress toward learning to read.
ELA-Literacy.RL.K.6
Describe the role of an author and an illustrator.
Define the role of each in telling the story is best suited for first grade.

Please explain how you would break up the standard:

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. This should be broken up so students can master the author's name and illustrator's name before identifying the different roles they each play in a story.

With prompting and support, define the role of authors and illustrators in telling the story.
(Take out "identify the name...")

With prompting and support, define the role of the author and illustrator of a story.
rationale: None readers & emergent readers cannot read names of authors or illustrators.

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Defining the role of the author/illustrator should remain. Naming the author/illustrator should be removed. Kindergarten students can't always remember the names of their classmates and yet are asked to say the names of authors/illustrators.

With prompting and support, name the author and illustrator of a story and define the role of each in 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>>>

Children must understand that books involve the hard work of various creative people. It gives them not only something to strive for or opens their minds to creating their own writing samples and illustrations, but helps them to understand that they must assign credit where credit is due.

Developmentally appropriate.

I think its important for KG students to know who is the author and who is the illustrator of the story and the roles of each and be able to answer those questions orally.

I want my child to be able to do this.

Kindergarten is when children should be focused on the joy of beginning school and learning to enjoy story time. Pushing children to early has not been shown to have long term effects in improving long term reading skills. Talking about the author of a book and who draw the pictures is not necessary for children this age to prepare of future academic success. Focus more on the basics.

Names can be tricky and are typically mentioned simply to give credit to that person for his/her works. Unless the students are conducting an "author study" or something of a similar activity, I do not believe this skill is necessary for any grade level. Teachers can assess this informally through discussion about the purposes of both author and illustrator.

Not as sure about this one. I assume a properly trained teacher can handle this.

Scaffolding is built into this standard whereby students will receive support with naming and defining roles of story by teacher or other support personnel.

This is an important skill that Kindergarten students should do with any and all text.

This is poorly written and requires "prompting and support". An appropriate K standard would be "Identify textual and graphic features of a nonfiction text (e.g., title, author, table of contents, illustrations, and index). "

This lays the foundation for reaching the Anchor Standard by the end of 12th grade.

This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. My children are now in their 30's and 40's. They were taught this in kindergarten.
When I taught pre-k, my students were able to understand this.
ELA-Literacy.RL.K.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>>>
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).The word relationship is not concrete for this age. Why not just say, which picture goes with this sentence?????
With prompting and support, describe what part of the story is shown in the illustrations (e.g., what moment in a story an illustration depicts).
Definitely.
Developmentally appropriate.
Getting to the heart of critical thinking
I want my child to be able to do this.
If a standard requires "prompting and support" it is not a standard.
it encourages a focus on meaning
Picture walks are key to learning to read.
Scaffolding of learning with support on how to describe relationships between illustrations of a story. It's also introducing students to higher order thinking as it relates to description of story elements and pictures.
This helps children verbalize what's happening in a story, aids their recall of events, helps them look for clues in a text, and allows them to demonstrate knowledge of texts and books.
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students.
This standard should be left as is because Kindergarten students still need prompting and support. Describing the relationship between illustrations and the story in which they appear contributes to the student's understanding of the text. It also helps develop comprehension skills.
Using pictures to understand written text is a very developmentally appropriate task for 5 year old children. This also is broad enough to allow multiple levels of instruction to be addressed by different children. One child may describe what they see in the pictures, another child may only be able to point, a 3rd child may be able to give a detailed verbal expression for the relationship. All children can be included and work together regardless of levels. Also this standard prompts fun in learning.
what is depicted in an illustration is so subjective and may be perceived differently by children with different backgrounds based on their experiences and thus should not be judged as right or wrong.
ELA-Literacy.RL.K.8

Literacy.RI.K.3 applies to literature as well and should be included somewhere in the standards for literature.
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>>>
What is the standard?
Not sure of all this entails, but assume teacher can handle.
There is nothing present for this standard.
ELA-Literacy.RL.K.9
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, compare and contrast the adventures and experiences of characters stories.
With prompting and support, describe in full or in part the adventures and experiences of characters in familiar stories.
The standard as it was written is abstract and therefore developmentally inappropriate.
Comparing and contrasting helps children to extend their attention, understand that characters can change or are not all uniform, and can help them see the depths of characters and think about them in new ways.
Developmentally appropriate.
I want my child to be able to do this.
If a standard requires adult "prompting and support" it is not a standard.
Keeps children involved in read alouds, and aids in forming concept of character in a story.
Please be specific.
Scaffolding of how to compare and contrast; prior knowledge experiences helpful for tapping into for comparing and contrasting of ideas.
Seems challenging, success will depend on the teacher.
The standard should be left as is because Kindergarten students still need prompting and support. Comparing and contrasting needs to be taught at this level. It develops comprehension and understanding. It encourages students to think deeper about the text.
This does not need to be complicated: "Little Red goes for a walk and so does the elephant in this story."
This lays the foundation for reaching the Anchor Standard by the end of 12th grade.
This standard is laying the foundation for meeting the Anchor Standard by the end of 12th grade. The expectation is appropriate for kindergarten students as they are led in discussion about the characters in familiar stories.
This standard should be mentioned in every grade level.
ELA-Literacy.SL.K.1a

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking 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>>>

Because it includes agreed upon.

Developmentally appropriate practice for learning in small or large group reading sessions.

Developmentally appropriate.

Life long skill

ELA-Literacy.SL.K.1b

Continue a conversation through multiple exchanges.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 unclear.

Life long skill. (How will this be assessed outside of teacher observation?)

The majority of Kindergarten students are able to perform this task at the beginning of the school year.

Unclear - I do not understand what skill it is addressing.

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.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>>>

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details.

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions aligned to the standards for reading and requesting clarification if something is not understood.

It is written in chunks. Break it up.

Some skills are too high for kindergarten.

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.

Please explain how you would break up the standard:

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.

I find that my students at this age tend to just accept "on faith" any text and need help learning how to formulate questions to clarify their higher comprehension of the selection. We practice formulating basic questioning methods in class so this knowledge becomes intrinsic for them.

common sense

Developmentally appropriate.

How would one compel a 5 year old to ask questions or to request clarification? It is poorly written and unclear. It is hard to tell what the authors even want here?

This standard seems difficult to measure.

Too advanced

ELA-Literacy.SL.K.3

Ask and answer questions in order to seek help, get 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>>>

Ask and answer questions in order to seek help, get information, or repeat directives if students show non-verbal signs that something is not understood.

Developmentally appropriate.

This will help with learning to ask for help when there's an unknown.

ELA-Literacy.SL.K.4

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

Describe information gained about topics and texts as well as familiar people, places, things, and events and, with prompting and support, provide additional detail.

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

Already covered in other standards

builds vocabulary and sequencing

Developmentally appropriate.

I agree with the way this standard is written and the expectations can be met by most primary students.

ELA-Literacy.SL.K.5

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

Developmentally appropriate.

Not a necessary foundational writing skill needed in Kindergarten

ELA-Literacy.SL.K.6

Express feelings, needs, and ideas in complete sentences.

Speaking audibly in Kindergarten isn't DEVELOPMENTALLY APPROPRIATE

Speak audibly and express thoughts, feelings, and ideas clearly, to the best of his/her developmental level.

Speak audibly and express thoughts, feelings, and ideas clearly. 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 should not be a standard because many 5 year olds have speech or emotional issues that have nothing to do with what they are being taught in school. While this standard as written is behavior that is learned by the very nature of being in a learning environment, I would hesitate to make it an official standard due to events out of the teachers control.

Developmentally appropriate for most students in Kindergarten by the middle of the school year.

Developmentally appropriate.

This is not a relevant ELA skill. This is a social skill and children mature socially at very variable rates.

ELA-Literacy.W.K.1

Please explain how you would break up the standard:

State an opinion or preference of a book through the use of drawing, dictating, and writing. (e.g., My favorite book is.....)

Please explain how you would break up the standard:

Use a combination of drawing and dictating to compose opinion pieces in which they tell a reader the topic or the name of the book and an opinion or preference about the topic or book (e.g., My favorite book is...).

Use 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...).

Use a combination of drawing and dictating 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...).

Fine motor skills and hand / eye coordination are not developed enough for fluent writing in a kindergarten student.

Use a combination of drawing 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...).

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they identify the topic or the name of the book they are writing about and state an opinion that demonstrates understanding of the topic or book content (e.g., I am like Chrysanthemum because I do not like my name.)

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...).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>>>

Kindergarten students should be able to develop prewriting skills.

Really, this is too advanced for five year old

Seems a stretch but I'm assuming a well trained teacher can handle

This is poorly written and vague.

This standard offers choice to young emergent readers for all levels of cognitive ability.

Very appropriate for 5 year old brains. They are very good at telling what they like!

ELA-Literacy.W.K.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>>>

With prompting and support, write, draw, or dictate writing routinely both independently and with peers or as a group for a range of tasks, purposes, and audiences.

Why have it listed if it does not begin until 3rd grade? Nonsense.

ELA-Literacy.W.K.2

Use a combination of drawing and dictating to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Fine motor skills and hand / eye coordination are not developed enough for fluent writing in a kindergarten student.

Use a combination of drawing and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they identify the topic or book they are writing about and supply some information about the topic (e.g., "Plants need water and sun to grow. Plants grow from seeds." Or "It rains juice in Cloudy With a Chance of Meatballs. That is not real."

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. 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>>>

Use a combination of drawing, dictating, and writing to compose informative/narrative texts in which they name what they are writing about and supply some information about the topic.

WRITE USING DEVELOPMENTAL/inventive spelling, supported by DRAWING or dictation to the teacher to express ideas

Higher Order Thinking standard for some primary students, but it may have to be scaffold over time to make sure all can acquire knowledge and understanding of how to write this way.

Once more seems a stretch, but if a well trained teacher can elicit such results, WOW!

Students are being asked to inform or explain using multiple modes and are learning to substantiate their explanations.

This is developmentally inappropriate for this age.

This is poorly written and vague.

Too advanced

Writing and reading go hand in hand. Writing helps to reinforce and develop reading skills.

ELA-Literacy.W.K.3

Compose a short narrative of a single event by the use of a combination of drawing, dictating, and writing that includes the sequence of events and reaction to what happened.

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.

this standard needs to be rewritten for clarity.

The term "loosely linked events" it is not clear.

Use a combination of drawing and dictating 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.

Fine motor skills and hand / eye coordination are not developed enough for fluent writing in a kindergarten student.

Use a combination of drawing 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.

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. 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>>>

Use a combination of drawing, dictating, and writing to narrate a story. Loosely tell about the events in the order in which they occurred.

WRITE informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures.

The use of AND STRESSED FOCUS ON nformational texts at this age IS DEVELOPMENTALLY INAPPROPRIATE AND WILL DISCOURAGE A LOVE FOR READING. RICH LITERATURE THAT IS AGE APPROPRIATE IS BEST SUITED FOR THE DEVELOPMENTAL STAGES OF A KINDERGARTENER.

Developmentally appropriate for this age group this standard introduces and reinforces sequential order of places and events; it's a skill that will be revisited throughout learning starting with Kindergarten and beyond high school.

Once more seems ambitious, but if it can be done what a foundation

This is developmentally inappropriate for this age.

This is poorly written and vague.

Too advanced

ELA-Literacy.W.K.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>>>

ELA-Literacy.W.K.5

Actively discuss ideas and select a focus for group stories.

Suggestions from peers and extensive writing in Kindergarten is not DEVELOPMENTALLY APPROPRIATE. This addition to the standard is best suited for middle to end first grade.

With guidance and support from adults, improve writing by editing, adding details to strengthen as needed after responding to questions and suggestions from peers.

With guidance and support from adults, respond to questions and suggestions and add details to strengthen writing as needed.

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.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, verbally respond to questions and suggestions from peers.

Abstract thought as well as fine motor skills and hand / eye coordination are not developed enough for fluent writing in a kindergarten student.

I don't feel that the time constraints within the classroom allow for this.

Students should be able to communicate in a group discussion and learn by sharing ideas with each other.

This is too abstract for this age.

Too advanced

ELA-Literacy.W.K.6

Please explain how you would break up the standard:

With guidance and support from adults, explore a variety of digital tools involving the publication of writing, including in collaboration with peers.

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

This seems vague. As a teacher, I'm not really sure what this "variety" should include.

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

With guidance and support from adults, explore a variety of media/formats to produce and publish writing, including in collaboration with peers.

Classrooms aren't equipped with a "variety of digital tools" to produce and publish writing.

Focus more on writing and lesson on computer at this age

Some students are just now being exposed to technology. I do not think this is appropriate standard for kindergarten students to have to use digital resources to produce a writing

There is not enough access to digital tools in the classroom for this to occur

This is developmentally inappropriate for this age.

Too advanced

Use of digital media is inappropriate for students who have not yet developed critical thinking and handwriting skills. Abstract and critical thinking skills are not advanced enough in kindergarten therefore this standard is developmentally inappropriate.

ELA-Literacy.W.K.7

Participate in shared research and oral reports (e.g., explore a number of books by a favorite author and express opinions about them).

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 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>>>

Please explain how you would break up the standard:

Participate in shared research and writing projects (e.g., explore a number of books [individually and then collectively] by a favorite author and express opinions about them).

A 5 year old should not have collaborative writing projects.

I think this is fine if done whole class.

Some students may not be able to read at the beginning of Kindergarten and they may also have limited access to variety of genres and authors at this stage of literary development.

Too advanced

ELA-Literacy.W.K.8

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.

How will they gather information from provided sources if they are beginning readers? I think they should be able to read the resources before we can expect them to gather information from them.

If a task requires "guidance and support from adults" it is clearly not a valid kindergarten standard.

Once again, I think this should be done as a whole class group since this is kindergarten.

This standard isn't developmentally appropriate for the majority of students in Kindergarten.

Use a combination of drawing and dictating 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...).

ELA-Literacy.W.K.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>>>