

Of the standards you are required to teach, what is one standard you would like to see dropped or substantially revised for your grade level?	Why do you find this standard to be problematic?	Of the standards you are required to teach, what is a standard that you feel is critically important to your students?	Why do you think it is important for students to master this standard?	Was there a standard or skill dropped in the transition to CCSS that you feel should be reinstated? Please explain why the standard or skill was beneficial to students.
Unsure	NP resources is	They are all important.	Students usually can decode the words in a texts whether it is fiction or not, but many do not know the meaning of the words in the texts and how they are used to display the author's perspective, fallacy or the lack thereof. Once a student understands the meaning of words and phrases and how to determine the meanings, they can unlock any type of text to include: poems, speeches, letters, Historical documents, etc.	Unsure.
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	It is very difficult for the students to read two selections and then be able to remember the themes or topics of both in order to answer questions.	RI.5.2 Main idea and key details to support the main idea. Summarizing RI.5.2 Determining theme and character development. Summarizing	In high and college and workforce, students will need to be able to communicate their insight on issues. Being about to express their ideas clearly is a skill that will help them individually and help to advance a company or advance in the area of research.	I did not teach ninth grade prior to CCSS, I taught middle grades ELA
N/a	It doesn't necessarily need to be eliminated, but it does need revising and clarification so that all parties involved (from teachers to test developers) are on the same page when interpreting this standard. This standard means different things to different people. It needs to be clarified. Should students be able to find quotes that back up their ideas? Should they be able to recognize a quote that helps to support theme, main idea, character traits, etc. Or does it mean taking two pieces of information that help them to draw a conclusion? On the EOG, students need to be able to identify a quote to support theme and such. However the standard says quote accurately when making an inference so I take it to mean that students should be able to make if/then statements and determine a conclusion or inference about the character, setting, theme, main idea etc. Yet I've also been told students need to use quotes as evidence from research in an essay. That is a very hard skill for most of my 5th graders and few grasp it by the end of the year.	RL.4.10 and RI.4.10	N/a	N/A I just finished my 1st year as a teacher.
There are none that need to be dropped.	No revision	Reading and comprehension	Essential for an educated citizenry for students to be able to analyze and evaluate argumentative texts	Not that I can think of.
I love the standards. They spell out important skills and rigorous delivery. I modify as I see fit: I know the kids--the STATE doesn't! I would not drop any of the standards. I do not ever feel as if I have delivered enough curriculum to fulfill the standards fully. They are overwhelming. I do know that they match the skills measured on the ACT. I wish the tests did as well! I hate the new tests. The tests measure one inch of the curriculum, and they require an unreasonable time-effort from students (especially struggling students). I don't object to state-testing. However, the tests of the last three-four years are the worst thing I have ever seen happen to public ed in 30 years of teaching!	Unsure	L.3.4 , RI.3.4	Basis of life-long reading skills necessary for adulthood	I only taught from NCSCOS for 2 years.
Do not drop any	Standards are fine.	N/a	Once the student learns HOW to read the words, then begins applying meaning, it is really important to connect with the meaning and build a mental image and form understanding of what it says, so they can answer questions about the text more fluidly and without fear or having to refer back. Comprehension strategies will be taught later but it is foundation ally important.	No, I feel the transition was an improvement in the 3rd grade ELA expectations and now that I have had three years of experience with the standards, I am confident that the changes resulted in a higher level of learning.
Writing key details	N/a	Literary elements Vocabulary Grammar Writing	Balance between the two	Unknown
The writing standards are to advanced for 6th grade.	Some of the algebraic standards are developmentally inapropriate	CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Students need to have strong communication skills in all areas: read/write, speak/listen, and view/visually represent.	no
No opinion	This standard is assessed in multiple different ways, is difficult to interpret and requires many deeper skills than what the standard states. The standard needs to be clarified, materials need to be provided to better inform teachers and guide their instruction or the standard needs to be dropped.	I feel that most of the standards--with the exception of the one listed above--are critical.	Students must be able to master this basic skill to be successful in both reading and writing.	I have only taught CCSS.
RI3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI3.8 - Describe the logical connection between particular sentences and paragraphs in a text.at the high end of the grades 4-5 text Many students who arrive in 5th grade are still reading on a 1-3 grade level so this standard is a struggle for those students in an inclusion setting.	CCSS.ELA-LITERACY.W.9-10.1 and 9-10.2	Because this is real life text.	N/a

RI.1.5 and RI.2.5:	I feel the K-2 grade-level assessment expectations are developmentally inappropriate and do not convey the true capability of some students within the regular classroom setting.	WOW -- lol... well, some of them are required for knowing how to read and understand material, others are necessary to be able to communicate with others. I certainly can't pick ONE!!! But I think that Language 1 & 2 across the vertical alignment are UNDERVALUED, UNDERUTILIZED, and UNDER- TAUGHT. With Whole Language Acquisition we were just plain wrong, and we forgot that when kids know how words and sentences work, it makes them BETTER READERS TOO. They learn more sophisticated ways of thinking when they know more sophisticated ways of making ideas relate in a sentence (such as with subordination versus coordination, etc.). These are just examples. We are failing our students right now by thinking grammar instruction is too old-fashioned.	6.1 -This is a superb standard. Students must show justification for their answers about a passage by finding text in the passage. This requires a more careful reading of the passage and discourages answers that are merely opinions. 6.9 - Students need to build skills in more than just comprehending a passage of text. They need to be able to understand how the purpose influences the structure. By reading different types of texts on a subject, they are learning to compare and contrast authors' purpose and relate it to the structure.	Handwriting instruction
N/A	I am not sure why, but Greek mythology was chosen as the focus for text with this standard. There is little that could be more daunting for a developing reader, especially those with struggles, than attempting to read the names of characters and places in Greek myths.	RL.1.1 Ask and answer questions about key details in a text.	No opinion	Patterns in math
Literacy.RL.2.1 Literacy.R1.2.6	This adage drives educational philosophy: "What gets tested, gets taught." NC is currently primarily testing literature. That being the case, what is the purpose of the grammar standards?	CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	I feel like those 3 components help students to understand what they have read.	We need to find time to teach cursive handwriting. A minimal amount of time per day is all that is required if taught properly.
RI.1.3	It's a very difficult standard for students to understand or grasp. Support or examples of successful lesson plans from this standard would be greatly appreciated.	Writing standards.	It applies to every day business	I don't have issues with the standards.
I don't have a specific standard to be removed, but do miss standards that help teach reading comprehension, such as skills/strategies to answer questions and understand text.	A convoluted curriculum is problematic because it hinders the ability of the teacher to create students who will become lifelong readers and writers. In addition, the shift away from fiction in ELA classes has robbed many students of the opportunity of finding literature that they actually enjoy reading.	RI/RL.6.1	N/A	I do think it is extremely important for students to be able to write legibly in cursive. Studies have shown that taking notes by hand is much more effective than typing notes on a computer. Students need this skill for other life applications, as well.
RI.5.5	RI.3.4 - This poses a problem when the choices given in a multiple choice question are also terms that the students are unfamiliar with. ESL students seem to have the largest number of issues with this, because of language barriers. RI.3.8 - This is great in theory, but the application is to a point where the depth of understanding goes beyond the average third-grade perception and developmental ability. Questions are geared toward the upper level learners and are not quite as generic (cause/effect and sequencing) as the standard states.	No opinion	It is practical for life skills.	IDK
any of the phonics standards need to be reworded.	The term "central idea" implies one center. It is confusing to speak of two "central" ideas. A better term would be "Key Idea."	Foundational Skills	They are all important to teach.	Many years ago we focused on students' knowledge of literary devices. (In the 80's and 90's, students had to know at least thirty literary terms for the state EOC; ninth graders ALWAYS learned those!) Since we switched to CC, I have found that my juniors and seniors are not as familiar with literary techniques like figurative language (similes, metaphors, personification, etc.,) as they once were. I have also found that high school students do not know how to write complete sentences with no grammatical errors. Even though knowledge of grammatical conventions is part of the Common Core standards, most teachers (in my county, at least) do not "teach grammar" because it is "not on the test." We are graduating a generation of students who cannot write an error-free essay.
For 6th grade, I found the overall standards to be clear. I found gaps in students' knowledge of language which meant additional teaching for them to understand correct pronoun usage.	The expectation of a written response to a text is another skill in itself. The children need to be able to verbalize with prompts only instead of having to write a higher level answer.	Reading non-fiction text	See #18.	I prefer CCSS to the old NC SCOS
RI.5.6	I believe students in lower grades are developmentally ready to address those standards	RL.k.2	-	No opinion
-	No opinion	N/A	Students need to be able to comprehend what it is they are reading and use it to support or disprove a thesis.	I do not have any experience with any dropped standards or skills.
handwriting kids don't come to school knowing letters and sounds and the ELA curriculum is so rigorous that every student already needs to have this before they enter school and that is not reality.	not applicable	L.2.4c	necessary in every subject	N/a I didn't teach before Common Core came around.

No Concerns	Students proceed to higher grades woefully ill-equipped to communicate through writing. Especially problematic is the Graduation Project paper. We have consistently lowered standards for this research paper to accommodate our students who fall well below grade level expectations, thus making this exercise a waste of time and effort.	RI.5.4	Showing evidence validates the child's true understanding to what is being read.	Not sure what has been dropped.
All of the writing standards!	It's a deeper skill that needs to be introduced in K but mastery in First grade. They need to understand more foundational skills instead of analyzing authors purpose.	RI & RL 9-10, 1-6	Understanding of words and/or how to determine the meaning of words is extremely important.	Yes, objective 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: - increase fluency -build background knowledge -expand vocabulary I was able to use this standard to reinforce reading at home and to hold students accountable for reading at home each night.
RI.4.5..describe the overall structure of text	N/A	-	Because without this the student can't read or understand the text	I have only been teaching for one year and am not aware of any skills or standards that were dropped.
Depth of grammar--not important that children can identify writing composition when they cannot do simple grammar like punctuation.	Students lack a variety of experiences and empathy to compare with the authors we are reading.	See above.	Students will understand the main idea in a text and important information from the text.	I did not teach fourth grade when the CCSS was changed so I cannot speak to this.
Reading levels Kindergarten students are expected to read at a level D by the end of the year. Most students come to school, not knowing all their letters and sounds or having sufficient skills to begin reading in 1st quarter. Then EVOS data does not measure K students from BOY to EOY (like other grades) but rather from MOY to EOY.	The grade level is challenging for students and drama seems to be not relevant to such an early age. Drama is not something usually read for information or enjoyment. The terminology for drama could come in a later grade level and I feel no necessary skill would be lost.	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.	Basis for supporting an argument of any type	unk
No particular standards stand out that I think need to be eliminated, but the poetry standards are much harder to interpret for K-1 what we are supposed to actually be teaching. I also feel very strongly that there should be less genres of writing in the early grades. I feel that the focus should be on developing writing skills and being able to get those ideas down on paper. Writing involves many skills (letter-sound, remembering a sentence, how to form each letter, spaces, punctuation marks, etc.) all to be happening at the same time. Asking a 5 year to write informational, narrative, and opinions is a nightmare. I would prefer a focus on just getting their ideas onto the paper, especially when many kids come to school not even knowing their letter sounds much less how to write them down.	Most of the suggested texts should be covered in the history classes.	RL 6.1 citing textual evidence RL 6.9 comparing how different formats treat similar themes	These are important to comprehending text at a 4th grade level.	The tests do not align with the standards since only three standards are really covered in the tests. I do my best to cover all the standards, not just focus on only three for a test. Thus, the test does not show my students' development across the board. Also, my students arrive in my classroom very behind where they should be according to the standards. I spend most of my time playing catch up or discovering the gaps in their learning.
RI 9 Analyzing foundational U.S. documents of historical significance--the history teachers should be doing this.	I feel that with solid instruction and appropriate remediation the majority of students should be able to be proficient on each standard, and yet this is not true with standard 10.	I personally value all of the reading for literature and information standards. I struggle with having enough time in one year to cover all of the standards. The comparison of different texts and varying author perspectives can be challenging and for those standards it would be helpful if the state would give possible sources and texts that they feel are developmentally appropriate for a 6th grader.	I think this incorporates a number of foundational standards and is critical for college/career readiness because of the level of synthesis, critical thinking, and communication involved.	I think there needs to be more emphasis on teaching writing, our kids are expected to know certain things but there are not exactly curriculums we have for handwriting.
I teach 9-12 grade social studies. I fully support the NC ELA standards and am excited for the potential in student learning and preparation for living in the 21st century. I have very little hope for the proper implementation of these critical standards in the current professional development environment. Teachers need access to ready-to-use redesigned unit plans that can be implemented and adapted as necessary. I do not expect teachers to blindly follow state mandated lesson plans verbatim, but we also cannot be expected to reinvent the wheel on our own time.	For 6th grade, I found the overall standards to be clear. I found gaps in students' knowledge of language which meant additional teaching for them to understand correct pronoun usage.	Textual evidence	I went to AP Literature training and this standard is all we focused on. This standard is the most important for getting students to think critically!!!!!!	No opinion
Writing because we need more examples of what grade level expectations are	See above.	RL3.1, RL3.2, RL3.3, RL3.7, RL3.8 RI3.1, RI3.2, RI3.4, RI3.5, RI3.6, RI3.7	Mastery of RI.1.1 is important if students are to do well on end of quarter testing, specifically meeting TRC goals.	N/A
no comment	-	RI4.2	Main idea, inferences, vocabulary	Calendar time and ordinal numbers

I think the text complexity standard (10) needs to be revised, especially for elementary students.	No Concerns	RL.3.1 Ask and answer questions to demonstrate understanding of the text.	The importance of explanation of a text is the ability that students gain a greater understanding so they can transfer their knowledge to new situations. You definitely want to read and find facts. Often students are able to find the facts, but not able to understand the underlying concept. When they can identify and explain, and then it will transfer.	-
Vocabulary	5.7 This is NOT developmentally appropriate for fifth grade. RI.5.6 At this age children still compare and contrast literally. They have not reached that level of abstract thinking, simply because they are not developmentally ready. *The problem with ALL of the standards is they are not given in a language friendly manner.	W.9-10.4	Citing textual evidence requires a close reading of a text; however, this skill must be partnered with making connections to the real world in order to make a logical inference. Good readers do this naturally.	Cursive handwriting
The biggest concern I have with the standards is that one hour of instructional time a day does not allow me to sufficiently teach all of the standards, so I have to emphasize the reading standards that are tested. Although I try to incorporate writing throughout the curriculum, time to teach grammar and writing skills to mastery is limited, especially as student are not prepared for the level of grammar and writing expected in the standards.	It is extremely difficult for students to answer questions based on the comparison of two paragraphs or passages at this age.	critical thinking	This standard shows evidence of comprehension	I don't know.
I cannot pick just one standard. The ELA curriculum has simply become too convoluted. I see each of my students for less than an hour a day. It is virtually impossible to adequately cover all of the required standards.	In the past, my students have had a huge gap in their knowledge of verbs in general. They can't seem to comprehend a verb acting as a noun or adjective. There should be more in depth learning on elements and parts of speech before middle school.	Any that specifically relate to reading for information or expository...All RI standards.	Students need more grammar to understand how to use phrases, clauses, and varied syntax.	No, I think the CCSS is a vast improvement over the old standards. The only thing that should be changed is the length of the EOG. We can assess students just as well with a shorter test.
I do not believe that the standards need to be dropped or revised. The only criticism I can think of is that the two sub-standards of L.11-12.2 are strange. (CCSS.ELA-LITERACY.L.11-12.2.A Observe hyphenation conventions. CCSS.ELA-LITERACY.L.11-12.2.B Spell correctly.)	non-applicable	All of the standards are equally important to me.	Being able to distinguish between explicitly stated and the ability to infer is crucial in reading complex texts. It also provides students with extremely important skills to interpret conversations now and later in life.	I feel the common core standards are appropriate.
CCSS.ELA-LITERACY.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). CCSS.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.	no comment	L. 11-12.1 I think grammar has been neglected for several years and it shows in students' ability to write. Students depend on spell check and online grammar and thesaurus checkers. Teaching grammar in context has been the idea for several years, and it has not worked either. Teachers find it more and more difficult to find the time to teach grammar with the other requirements and larger class sizes.	These standards emphasize making and supporting inferences, which is crucial to critical reading/thinking.	NA
I find it hard to justify teaching algebra to my OCS students who can barely add and subtract basic terms. I think we should be teaching financial math 1, 2 and 3. These students need constant remediation.	Hard to interpret	Place value knowledge	it involves inferencing, drawing logical conclusions, critical thinking, and comprehension-an area a lot of my students lac	I believe writing in general needs to be more prevalent.
No specific standards need to be dropped but a state-wide benchmark program for quarterly benchmarks would be a great addition.	NA	RL.5.4 Determine the meaning of words and phrases in a text	It is essential that students be able to cite specific info from a text to support personal thoughts and ideas. (critical to reading, thinking, and writing)	No.
Standard 10 in reference to poetry and interpretation of and feelings	Not developmentally appropriate. Too difficult and not enough materials. examples. Hard to make those types of connections too vague with given material Haven't previously been taught paragraphs in reading or writing.	RL.3.1 and RI.3.1	To read fluently.	no comment
Incorporating technology adds stress and barriers to literacy instruction. I need solid reading material, time for planning and reading student writing. Technology does not add to the reading and writing classroom at all. It takes the focus away from literacy instruction.	students in kindergarten sometimes have a hard time making inferences or interpreting certain text.	SL.6.1	I mentioned all of these because they all work in tandem. Reading Comprehension hinges upon knowledge of and ability to perform in all of these areas.	Can't think of any
All of the ELA standards for reading are solid. We need work on grammar, vocabulary and sentence structure	I think the standard is too broad by focusing on opinion, persuasive, narrative and research writing. I feel I am just skimming over the surface of each and not going into any depth.	RL1, RI1	n/a	I believe that students, grades 2+, should be required to learn the art of cursive handwriting for future written communication skills.

None.	The standards are only problematic when the individual child is not ready for them: developmentally, linguistically, emotionally, etc. Like everything in life, one size does not fit all. Understanding that task analysis and skill breakdown may be required may be necessary means we either need to reduce the body of standards or increase the time. For the community that I work for (on the western side of the county) less done well, might be more, Or better still, 12 months of school would be awesome.	RF.1.4 I think this is the number-	This is a basic understanding of key principles in a text.	Handwriting, especially cursive in 3rd grade.
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	I cannot adequately answer.	RI/RL 6.4	Main or Central Idea...this conveys whether or not students are comprehending the big ideas in what they read; which is overall crucial in reading through every discipline and in the real world.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Students do not fully comprehend how to write effectively without proper grammatical instruction.
RI 4.7 revised	there is simply not enough time in a class period to effectively teach writing and allow for adequate practice.	Fiction/non-fiction writing	Because the standard is so broad and inclusive of the skills students need when they graduate from high school.	NO
RL.9-10.7	Hard to find resources to teach the standard	n/a	This is the core of how students have to present work both in college and in the real world. Therefore, it is essential.	patterns in kindergarten math using objects
RL7.9	It is difficult to find materials to to teach and practice these two standards. The students seem to have a very difficult time with both of these standards.	Writing and Reading skills	Students need to know differences and similarities of real situations and hypothetical situations	I cannot reply to this question, I was brought in during CCSS rollout.
The writing portion of the reading assessment is developmentally inappropriate for first graders. It should be part of the assessment but not be the reason students fail to reach success.	The expectation that all kindergarten children will read on a D level is incredibly difficult for students who have little to no previous educational experience. It places undue stress on young children, some of which are not developmentally ready for such a rigorous expectation.	RF.2.3	The ability to ask and answer questions while reading indicates a proficient level of comprehension when interacting with text.	Do not know
Reading Standards for Informational Text/ Integration of Knowledge and Ideas 9.	None are problematic just would be helpful to have a state-wide benchmark program.	9.ICR.1	For college, the transition from writing opinion positions to using text as support is a norm and students needs more preparation for that!	Not that I can remember.
2.oa.1 two step word problems, not dropped , but revised.	Its hard to grade papers when it's subjective to what I think a grade level paper is compared to someone's else's. I would like samples of what an opinion, narrative etc looks like.	RI 4.2	I think it is great to hold students to high expectations and promote reading comprehension at an early age.	None
RI.10 I think students should read fiction (classics) rather than nonfiction. They should be reading enough nonfiction in history, science and the other classes.	It is hard to teach because it is a very sensual subject and gets their minds wandering. Not age appropriate or necessary.	RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	So they are able to advance.	I did not teach the old standards, my first year was the first year Common Core was implemented.
n/a	Students do not have the Parts of Speech background to focus on pronouns. Students do not have enough informational background.	CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	I feel it's important for kids to build a strong vocabulary. It helps them gain understanding while reading, and also improves their ability to express themselves, orally or when writing.	Na
RL.8.2/RI.8.2 : "central idea"	students aren't developmentally ready at this age to master these standards	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Identifying the main part of the text is important throughout all subjects. This is a critical skill throughout life.	None.
RI.3.4 RI.3.8	n/a	Standard 2/ELL English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	Doing well in school in the future, finding good jobs and presenting themselves well to employers.	I agree with the standards; however, again teachers tend to focus on the standards that are tested. When the writing test disappeared, so did intensive writing instruction. The current 10th grade EOC has short-answer responses, but they are testing reading standards. Writing is a crucial synthesis of all of the standards. Students must read, analyze, evaluate, organize, prepare, and present. If the state is serious about these standards, and it should be, it needs to be tested along with the reading standards.
K.C&G.1 K.C&G1.1 and 1.2 K.C 1.1 and 1.2 My suggestion has already been implemented.	I agree that teachers should expose students to various technology, but students should not have to write a research paper using technology. There are too many students that need more focus on basic handwriting skills and writing a complete sentence.	All the reading foundational skill letters, sounds , and popcorn words. Also RL. K 1 ask and answer question about a text. RL. K .2 Retell RL.K3 Characters , settings, and major events	Determining main idea and being able to draw information from the text are basic and critical skills that life-long readers need no matter how much they read as an adult.	No

RI 11-12 10 I would like to see more emphasis placed on reading literary fiction in the Language Arts classroom.	It does not promote critical thinking	CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone), and CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). --This is crucial for success on college placement tests, and in my opinion, it is crucial for real-life writing, thinking, communication. I cannot tell from this question if you want one or more critically important skills. There is not ONE. I support the entire curriculum.	These are skills they are going to use in a career and college.	n/a
RL.9-10.4	None of the students have time to read for pleasure and therefore grow to hate reading.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	It does not matter the genre of a text, author's purpose, retelling skills, etc.- if a child cannot read, fluently first, then other skills are not possible. I think Kindergartens should be solid readers first, then break down the comprehension skills.	Reading for enjoyment and sharing why you liked the book instead of reading for the mechanics. Kids are learning to see reading as something they have to do and not learning to read for the joy of reading. They used to enjoy reading books on their levels and sharing their thoughts with others on the same level. That has become a thing of the past. Teacher read aloud was once a favorite part of their day, even the older ones. Now it is even being controlled by expectations and not enjoyment.
RL.4.10	At this grade level the majority of students find this difficult to reason and therefore to comprehend.	RI.1.10	Students need this standard so that they will learn to think critically and not believe everything they hear. Hopefully students will apply this to real world situations.	If just to learn their own signatures so they can sign future documents, students MUST BE TAUGHT cursive writing to some degree. It is ridiculous that EVERY YEAR I teach high school students how to write their names in cursive. By focusing on historical documents so heavily, I see kids leave high school never having read famous literature works whose themes and allusions are an integral part of American culture. This severely impacts the at risk population I work with since they typically do not read outside of school.
Persuasive writing.	None	RI.8.2 & 8.3	Everything builds on them	I wish there was more of an emphasis on particular comprehension skills like making inferences, using schema, asking questions as you read, using schema or prior knowledge. (see Mosaic of Thought by Keene and Zimmermann)
None	Because of what is sacrificed to teach this.	All standards related to expository and argumentative writing, nonfiction reading, literary analysis, grammar, and technology/research.	I believe it is important, because it is necessary as they continue through school to be able to go back in a text and find evidence to support answers. A task that some students struggle with, but in essence, highly need.	Please see above
All of them!!!!	So many young kids take until the end of Kindergarten to understand a complete thought. Then we drill with conventions and it naturally interrupts the flow of thought and sentence writing.	RF.K2D	Students need to develop skills related to supporting a response with evidence from the text.	money;it helps with skip count as well as adding and subtracting
RI.8-9	Limited resources for addressing the standard	Letter Recognition and Phonetic Sounds	To be ready for the next year. We don't want them to start off the year behind. We are already asking so much of our kids.	None
RL.3.9 RI.3.9	Not developmentally appropriate for 9th graders, too difficult. Students do not have enough background knowledge to do this, and there is definitely not enough time with block scheduling to teach this.	Finding textual support	It requires students to analyze, synthesize, and create. It develops critical thinking and fosters life-long learning.	n/s
I don't have any true objection to one particular standard. All of them together are a bit of a challenge--really an surmountable mountain to climb in one semester along with monitoring and interpreting the senior exit project.	The vocabulary that is being selected is especially troublesome for our ESL and EC students that don't have the background knowledge. Students are taught strategies to figure out word meanings, but then context clues are not even anywhere in the text.	RI.4.1, RI.4.7	These are all needed for college/career success.	I think the skill or objective we lost regarding advertising and discussed bias and stereotyping was a good objective for our grade level.
RL.9.7, 9.9; RI.9.7; W9.3a-e <time constraints & narrative is done throughout elementary and middle grades>	Criteria found in these standards exceeds the developmental appropriateness for grades taught. Standards are extremely wordy and filled with objectives to be taught.	RL7.1 RI7.1	This promotes good communication and is a skill that can be built upon as students mature. Teaching good communication skills will definitely parlay into 21st century skills.	not sure
L.6.1 - regarding the use of pronouns	Standards are too high.	RL.5.1	This process fosters critical thinking and develops reasoning skills which give a foundation to students who need it for any type of work or college or military. Problem solving, expressing ideas both in writing and verbally, anticipating results and reactions....we use these skills all the time in the everyday world.	Not that I'm aware of.

W.K.6 Explore variety of digital tools to produce and publish writing, including collaboration with peers.	There are so many different "media or formats" that it is impossible to teach this standard completely. This standard typically deals with charts/graphs that are included with non fiction texts, but there are so many different types of charts/graphs it is hard to prepare adequately for what students might see. Perhaps make each grade levels standard more specific to a type of chart/graph.	Standard 1 (the basics) and standard 4 (vocabulary)	to be adept at figuring out unknown vocabulary in all types of texts	Yes, as I explained above
CCSS.ELA-LITERACY.L.2.1.A Use collective nouns (e.g., group).	I teach it the way that has been discussed in PLT's but there are differences of opinion on what exactly it means and how it's assessed on state assessments.	RL.5.1 and RI.5.1	to become better readers and prepare for upper grades not necessarily to prepare for "our world" just the demands of upper grades	There was no skill dropped that I feel should be reinstated that I can think of at this moment.
CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Just feel this should be something to look at after they have mastered reading.	All KEY DETAILS in text. Teaching the Kindergarteners to notice everything, find evidence, or show me, in the text.	So students will be able to read, write, and use math skills that are needed for everyday life.	Not that I can think of.
I don't have one specific standard but more the pacing of the standards. 3rd grade had a heavy emphasis on text based evidence but very little on evidence of inferencing. Fourth grade jumps to finding the evidence for an inference or making an inference. 4.RL.1 & 4.RI.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Corresponding College and Career Readiness (CCR) Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	The deep level of understanding required to analyze accounts on the same topic is difficult for students of this age. It is more than point of view, it requires an in depth understanding of the context of the text, which many students this age don't have enough experience for.	9.RL.2	all standards are important	The drop of the ball is in the TESTING!!!! I cannot express how horrible the tests are. The testing culture that my school choose NOT to opt out of is an unconscionable use of instructional time. This state should be ashamed of itself for these tests. I don't object to data collection and valid testing, but the current testing culture is one of the worst moments in public education I have persevered through! What group developed this survey? I wonder if some paradigm shifts have been very uncomfortable for some people. In my career, I have listened to whining about using a calculator in math class, using spell-check in English class, using a digital clock, etc. Cursive writing? Really? That sounds like someone's hobby-horse! Embrace the future! (And just to say, I am old!)
They all are important to developing life long readers and writers.	It is too extensive for the time period.	Argument	The standard is crucial to reading comprehension.	Kindergarten had more developmentally appropriate activities, involving movement, play, imagination, now it seems to be all worksheets and assessments.
Don't know	Not needed already taught	RL.1.2 Students who can retell what they have read and can demonstrate the message or lesson.	I think putting your thoughts to paper is one of the most important learning tools that we can give to a child. This reflection piece will help scaffold them in all of their subjects throughout their academic years.	None at this time.
RL4.2 and RL4.5, though I could choose several more.	It is a lot to cover and difficult for students to understand based off questions they are tested on. It would be better to test the concepts on a larger scale (whole story) instead of focusing on sentences and paragraphs.	Assessments are the problem in K-3!	To be competitive in our society.	I do not know of any that were dropped for ELL.
Sequence	Most Kindergarten aged children do not come into school with the foundational skills needed to become an emergent reader. I do feel that we need to be teaching our children the standards but they should not be labeled a failure at the end of kindergarten because they cannot read at the level stated by our state.	RF 3.3 & RF 3.4	Students need to be able to independently question what they are reading. It helps them to critically think about how to find answers within the text or through other sources. If they practice these skills in everything they read or in other situations, they will constantly learn.	None that I can think of.
RST8-1 and 2 Cite specific textual evidence to support analysis of science and technical texts. CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	This has little place in ELA. It should be focused on in social studies classes. The problem with US documents is that they are usually badly written and have very little literary significance. Incorporating them, especially in 10th grade, derails the momentum of the course. Also, while other standards are broad and allow for a variety of presentations, this standard is entirely too specific to be useful. To be frank, this standard seems like a shameless plug inserted by politicians rather than educators. It needs to go.	CCSS.ELA-LITERACY.RI.1.1 Basic understanding of the text is the most important.	Main Idea	none
4th grade- RL.4....mythology strand. Can't remember the exact number at the moment.	When asking Kindergarten for a CONTENT WRITING assessment, the task does not seem appropriate for the age. If the standard accepts Drawings as forms of Writing (with enough detail) one would have to accept an verbal response to explain the writing. But the Rubric was just not helpful for this type of sample from a student.	ALL GRAMMAR. Yes, it is essential. However, it is not tested. Instead, extraordinarily dull passages put the children to sleep. AND, this past year, "dialogue" was spelled incorrectly. Test grammar and vocabulary, and be certain to spell correctly on the test you create, please.	Anything pertaining to vocabulary is critical for students to grasp the text as a whole. If students do not comprehend the words that they are reading, they are unable to look for bigger concepts.	Don't teach ELA
Honestly, I believe the Common Core standards for literacy are what they need to be. I will state below what I believe to be problematic.	High school English should present an opportunity for students either to develop or to nurture a love of reading for enjoyment, not just for information. High school English classes should offer students a chance to explore imaginative literature. This opportunity could engender a lifelong hobby that will contribute to students' happiness.	RL.7.1 and RI.7.1	Any student, regardless of grade level, can use knowledge of roots (and prefixes and suffixes) to help determine some meaning from a text (that might be far above their reading level). This is a real life strategy that helps all children become better readers.	Providing the time to ensure that students can write neatly in both manuscript and cursive.

I don't find any issue with the CCSS because I believe they are appropriate and necessary for what our students need.	Writing #3 for 9-10 and 11-12 I believe is about writing narratives. I just don't think this is something we need to continue to REQUIRE in high school. There isn't enough time for everything else we need to do that they need for post-12th grade readiness. I feel like it should be our discretion if we want to include the writing of a narrative in our course. I'd like to see the Language 1 and 2 standards be a bit more specific across K-12 to encourage better, more effective, more valid instruction of grammar, mechanics, usage, etc. across our education system.	Writing and composition	Many can not even write a full sentence by 6th grade	No, but the writing test help to make students arrive in 8th grade with the ability to write more consistently.
Fluency needs to be revised.	Standards lack developmental appropriateness.	Pulling textual evidence is imperative for our students and was a large shift with CCSS, but does not appear on the EOC enough. Nor does ANY of the writing strands for grammar or research.	Students need to learn how to read multiple genres that challenge them, and require that they think and analyze critically.	Grammar
This is my first year teaching a new grade and I am still learning the standards.	The students come to me unable to write. These objectives want them to write complex ideas and formulate solutions. They are still struggling with the basics.	CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Most applicable to future academic needs.	No, but 9-10 writing needs revision so that it emphasizes writing for college and career readiness.
9.RL.2	Students need to read the classics to have a common connection with scholars and individuals throughout history. They can connect better with modern media since it often makes references to classics and authors from the classics.	reading comprehension	Expansive vocabulary is a consistently needed skill throughout all grade levels and beyond in all life skills.	I was not teaching ELA at that time.
RF.2.3(e) L.2.3(a)	There are many pieces of literature out there, and while informational texts are important, I do not feel that focusing on US documents in all grade levels is necessary.	RI and RL 8.1	In the age of the internet, it is crucial for students to be able to analyze carefully rhetorical devices being employed by authors for intended purpose. Digital literacy requires students to be able to evaluate credibility of text, which can only be accomplished through careful analysis of these techniques.	Again, the only problem I see is in the testing. When English 9 was the EOG, what was tested was vastly more proportionally aligned with the standards. Ever since Common Core and the shift to the English 10 EOG, I have seen no such balance.
W.2.3 Write a narrative with elaborately constructed information etc...	Readiness	This question seems misleading, because the standards are interwoven and interdependent. The approach as a whole is critical for student learning and success as adults.	Students need to be able to retell what they have learned and understand what is being taught.	Cause and effect relationships are not represented in the standards, and I feel that they should be.
I would like to see RI 6.8 "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not" be revised for this grade level.	I haven't been able to find a conceptual way to teach it.	RL 8.2 theme or central idea of text.	They prepare the students for what is needed to be successful in the second grade.	I did not really notice any changes other than a different name.
Drop W.9-10.3	I don't find a particular standard as problematic	RI.1.4	Students need to know the basic foundational skills (phonics) in order to be great readers.	The ELA standards were very broad before CCSS and led to a variety of interpretation. I do wish that elementary would revisit teaching cursive writing. Research has shown that cursive writing has both biological and psychological benefits for students. Personally, I find it frustrating when students cannot read instructions on the board or comments on their papers when I use cursive.
All are equally important in regards to scaffolding.	Identifying central message, lesson, moral and main idea are very important skills. However, a large number of third grade students really struggle with these concepts. I do believe developmental readiness and prior knowledge are big factors. Many of the children seem to grasp these concepts at the very end of the year or during summer school.	RL/I 810	It is important for students to identify the key details and ideas of a text. It is also important that they use connotative, figurative, and technical meaning to determine the meaning of words in a text. Each of these standards assist in finding clarity in a passage.	Writing needs to have more clarity and examples of what is structurally acceptable for each narrative, informative, etc.
RI.1.8	The use of collective nouns is very hard for second grade students to grasp. They get the idea that it is a group of nouns, but get confused with classifying a group of whales as a "pod of whales."	RI.6.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	If a student can provide textual evidence to support analysis of a text they should be able to identify main ideas and details, which is essential to all aspects of academic studies.	I have not been instructing ELA consistently on a recent basis to respond.
None at this time	RI.3.3 - Students do not have to life experience to adequately understand and master this standard. RI.3.8 - Students are just learning to understand the basics of the text, asking them to compare information in a passage is understandable but comparing paragraphs is above their developmental level.	L.7.4, RL 7.4, RI 7.4	To help students with final EOG testing which this is a huge part and in reading after graduation. Its important the students are able to determine what someone is trying to convey to them in print, whether in school or beyond school. In future employment.	NA
None at this time!	This standard is developmentally inappropriate for almost all fourth graders. Determining theme should not be addressed until at least middle school. Determining the meter of poetry is equally absurd.	The use of non-fiction texts at each reading level is wonderful, if the texts are truly written at the student's reading level.	Main Idea is SO important! Really shows if the students comprehend what is being read.	Na
W.CCR.3 Grades 9-12 "Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences"	Should be addressed on lower grade levels first. This is the most difficult standard I have to teach, as this information regularly proves most difficult to comprehend among students.	CCSS.ELA-LITERACY.RI.3.1 CCSS.ELA-LITERACY.RI.3.2 CCSS.ELA-LITERACY.RI.3.4 CCSS.ELA-LITERACY.RI.3.6 CCSS.ELA-LITERACY.RL.3.1 CCSS.ELA-LITERACY.RL.3.4 CCSS.ELA-LITERACY.RL.3.6 CCSS.ELA-LITERACY. RL.3.7	Context clues help across all subjects.no	The writing test for 10th graders that required formal writing instruction for all students. My 11th graders cannot write for any sustained time frame or purpose.

I'm sorry, I do not have the standards in front of me but writing with conventions appropriately for K/1 seems to be inappropriate. I waste so much time on that. Only my stronger writers somewhat "get it" by the end of 1st grade.	-need more explanation of theme and how to instruct students on determining theme -difficult to find firsthand and secondhand accounts of the same text	RI 3.1	Students have lost the ability to do this because of all the multiple choice, fill in the blank, easy-to-grade tests they've been given over the years.	Fiction seems to have been de-emphasized, but non-fiction may serve students all the better. No problem.
CCSS.ELA-LITERACY.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	When you read the standards, they sound reasonable; however, questions are sometimes vague and are pulled from text in a way that seems to be as tricky as possible. For example, the question may ask you to compare paragraph two to three and the text is set up so that it is hard to count paragraphs (in Amplify - mCLASS). Also the answer set up is often tricky. In general, the methods of testing are more problematic than the curriculum itself. Another example is giving students hours of reading in one setting at grade three. If this length is needed to fairly assess a student, it should be broken into several days. Students get tired due to the length and quit trying. So we have a test of endurance.	I believe that all the standards are important.	If they are not comprehending what they are reading nothing else matters.	Symbolism is not specifically listed in middle school, and it is crucial to a deeper understanding of complex text. Often times, it is the multiple layers of meaning, such as symbolism, that actually make a text complex--not the "reading level." Many teachers think that complex text refers only to the "reading level" and miss that many texts could be taken to a complex level by delving into the symbolism and multiple meanings.
Personally, I do not have any issues with any of the standards. These standards are important for the students to know.	See #16.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	It is important that students can identify the central idea and important details. They will then be able to give more accurate summaries and focus on important information.	I only feel that many were added or expanded..The first 3 objective in each strand would be plenty to address and master in 4th grade.
Standard RL. 9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme from Ovid or the Bible or how a later author draws on a play by Shakespeare).	The punctuation standard seems oddly specific, and "spell correctly" should be a given.	RI. Key Ideas and Details: 1	It is vitally important for students to be able to cite textual evidence to explain their interpretation as well as their understanding of all types of texts. Students should be able to make inferences and draw their own conclusions from what they read on a daily basis at all grade levels. Students need to become readers that strive for deeper meaning of all types of texts that they encounter daily.	ursive handwriting This skill is essential in both reading and writing development. It supports decoding and encoding. It assists students (especially learning disabled) by establishing muscle memory for reading & spelling.
RI 3.8	It is not tested and can easily be integrated in to point of view or a branch of authors purpose.	RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	Understanding low words are built and being able to sound and segment sounds is the foundation of all other ELA standards.	I was not teaching ELA during the transition in North Carolina. I came to North Carolina from Georgia as a special education teacher and was asked to take a position as a regular education ELA teacher after the transition had occurred. I can tell you that the lack of emphasis on writing in the application of standards is frightening. Since writing is not tested, we are discouraged from devoting time to it over the reading. That combined with the immense skill gaps that are far too common in my students when they come to me, makes efforts to meet standards feel inadequate no matter what I try.
Although one standard in particular seemed to be problematic for students, I do not feel it needs to be dropped or revised.	The focus on technology is a waste of time that detracts from high quality reading and writing. It becomes a dog and pony show of cool activities that are more appropriate in an after school club. Students need to focus on reading, text evidence and connecting ideas in their speaking and writing. Computer play comes later in my opinion.	Vocabulary! DPI should come out with a list of words the students should know for testing. Our curriculum is to match our test so we should know what words you think they should know.	Success in Language Arts will help students succeed in other academic areas.	I'd like to see more emphasis on drawing conclusions and making inferences.
RF.K.4 Read emergent-reader texts with purpose and understanding.	Part of the problem is that not all teachers teach to the standards. Also, students simply aren't prepared to meet the expectations of the standards yet. None of them need to be dropped.	It depends on the situation, yet I see a need for students to learn how to respond to open-ended questions and reflect upon the text. Interpretation and application are minimal skills that need development. These can be expressed well in evaluative writing.	Students need to work with informational texts in this day and age. Understanding the core message and using arguments, facts, etc from the text to support their points or the author's opinion is crucial.	xx
RL3.2; RI3.2	not helping us have "rigor" just a new bandwagon to hop on. I challenge "leaders" to spend 2 days on the front lines!	all are critical	In this age of technology, students need to be able to use multiple sources that are reliable	not really
3.RI.8	Explained above	Speaking and Listening 1 a, b, c	If they don't have a good base for place value knowledge, teaching other math skills will be harder.	I can't think of any at the time.
RL 3.4	The words, supporting "points" in a text. The wording seems vague.	I love the comprehension standards RL.K.1 - 3 and RI.K.1-3 and RL.1.1 - 3 and RI.1.1-3.	comprehension is part of "real" reading	Though I teach high school, I see many students that do not know how to write in cursive. I'm not sure if cursive is being taught in you her grades, but I do think that is a beneficial skill.
RL9 -	Lack of prior knowledge.	RL4 and RI4	It is a hard standard for students to grasp	Unsure. First time teaching 8th last year.
Seriously? There are about 50 standards in ELA alone. How can I choose just one! How can I address ALL of these in just one year with students of all different levels and backgrounds, even in a classroom with uninterrupted instructional time and an ideal class size? 5.7 This is NOT developmentally appropriate for fifth grade. RI.5.6 At this age children still compare and contrast literally. They have not reached that level of abstract thinking, simply because they are not developmentally ready. *The problem with ALL of the standards is they are not given in a language friendly manner.	The standards, at least within K-2, are developmentally inappropriate and are too difficult for the students, at this age, to master. A focus on more of the foundational skills in reading and comprehension are most important at this developmental level. As the student grows in maturity in the foundational skills, THEN the students will be able to comprehend, internalize, and discuss more complex text and have more mature dialog about what was read.	RL.6.1	If students do not know the meanings of words they have trouble understanding what they are reading.	The fact that it teaches kids to refer to the text is a very important skill.

RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Students need to spend more time studying grammar to better understand texts and syntax.	w.9.9-10	They will need to write coherently the rest of their lives.	I do not remember well enough to answer this question.
ELAk.5d	Some of the works chosen for the high school grade levels are too complex for that age group (ie Shakespeare's Macbeth, recommended for 9-10, had been typically reserved for 12th grade prior to common core implementation). The standards require that students meet a level of complexity and analysis in their reading at a younger age, but they are not bridging that gap yet despite the establishment of the standards for the past 3 years.	RL.K.10 Students engage in group reading activities with purpose and understanding.	They all apply to different areas of life and the real world.	Not at this time.
The last standard for both the Reading Literature and Reading Informational Text strands for middle school.	I chose three because they are entirely too involved, requiring multi-step procedures that truly detract from the joys of reading. ADDITIONALLY: I STRONGLY request that, if you are going to keep grammar as a strand, that the components be tested. My children have learned, well, all aspects; yet, year after year, they are dismayed that there has been NO assessment on the fundamentals of grammar.	Context Clues- RL/RI 6.4	Identifying a theme is a central part of literature. This skill is one that students will have been expected to have mastered when taking secondary courses as well as during college classes.	I was disappointed to see the elimination of the standard that required students to view literary works as reflections of the time periods in which they were written. This standard offered a natural interdisciplinary connection with history classes.
In grades 7 & 8 (RI 7.8 and RI 8.8).	Students have a hard time making inferences.	RI.7.4	In today's world, being able to research and find information about any given topic is a critical skill. Memorization is less important, but knowledge of how to find information is key.	
Written response for First Graders in relationship to Mclass	Notice it states "at the high end of the grades 2-3 text complexity band independently and proficiently." If the portfolio passages and EOGs are going to continue to have above grade level passages on them, is that fair to the students when the standards specifically state grades 2-3?	RI.3.1, RI.3.2, RL.3.1	real world applications	
I don't have issues with the standards.	If a teacher is to do 10.4 correctly and effectively then he or she will have done 10.5. The two standards are ridiculously redundant.	RL/RI.6.2	All job requirements involve a fair amount of expository information to read and digest.	
RI.6.8	It is difficult to find a story or drama with a visual or oral presentation available.	L.K.1f	-Students have to understand the difference in theme and central message. -Figurative language is difficult for students to understand in the beginning, but builds better understanding of the text after it is taught and practiced.	
I think we, as an ELA team were able to translate all the standards and put them into a teachable format.	To repeat, informational texts are the purview of non-ELA curriculum: history/social studies, science, sociology, psychology, math, etc. Literary non-fiction--letters, essays, speeches--are excellent for the ELA classroom. But at the 11th grade level, how to texts and other process texts, should be added to the classrooms of other courses.	RL.6.4	Although this standard is the most difficult for the demographic of the students I teach, this standard is critical to developing reading, listening and speaking. Because of the lack of language in many of the homes my students come from, it is important that classrooms work to increase our students' vocabulary.	
L.2.3	For kids to be expected to know non-literal language at this point in their life, when they are just at the beginning stages of building a vocabulary, seems to be inappropriate. Also, over time the meaning of non-literal language has changed -- words and phrases don't mean what they used to, or have become obsolete.	RI.6.1	Without concentration of basic understanding of a text students are unable to branch out into higher level thinking skills.	
RL.6.9	I like the reading standards but feel that all children learn at different rates at the same age. When a child's reading development is slower they should be given time to grow. Mclass testing these students every two weeks puts undue stress on them. I feel having to read passages well above the student's level over and over is counter productive to their progress. Second grade students often have trouble explaining their own actions. We can get them to repeat the reasons authors write a certain story but they don't truly understand the why.	RI.6.2	When kids know how words and sentences work, it makes them better communicators in writing and in speaking, and BETTER READERS TOO. They learn more sophisticated ways of thinking when they know more sophisticated ways of making ideas relate in a sentence (such as with subordination versus coordination, etc.). These are just examples. We are failing our students right now by thinking grammar instruction is too old-fashioned. And whether education wants to accept it or not, out in the world where we are sending these kids at one point or another no matter what, people care whether someone has proper grammar, spelling, mechanics, etc. -- and our students are judged (and we as their educators are judged) when they do not know how to write and speak correctly.	
RI.7.7	I think that the high school "English teacher disease" is the grieving about not being able to teach 6-10 novels in a semester. Many HS ELA teachers are probably negative about the new standards because of the paradigm shift. I am an "old" English teacher who has always argued that we should be teaching "people" not "subjects"! The new standards phrase curriculum in a way that we should be teaching SKILLS with the literature being the tools to reach those skills! I reference that with all of my brand, new teachers coming into the department: What thinking/writing/speaking skill do you wish to reach? What ELA materials will help you reach them?	Context clues	This standard is the most important because students have such a hard time grasping this concept as the reading progressively gets more difficult.	

RI.6.1	The expectation that a kindergartener (by the end of 1st quarter) should read a lv. B when many still are learning letters and sounds is frustrating for them. Children shouldn't be made to feel as failures when it is just a matter of development and time. The standard is important, however the rubric is unreasonable.	RL.2.1	I think students need to know proper grammar to speak and to write well. It takes time to learn grammar skills and neither students nor teachers have the time needed to teach and learn them.	
Complex writing for students in younger grades	I don't have issues with the standards.	Speaking and Listening Standards. SL.1-6: Acquisition and analysis of information to present findings strategically and effectively.	Many students read slowly and lose comprehension through decoding. They need to learn the decoding rules in order to increase fluency.	
RI.3.8	Developmentally, main idea and supporting details are very difficult for students at this age.	No opinion	If students truly understand a text they can speak about it, express feelings or opinion about the text, or engage in conversation. In their career this will be imperative to be able to talk to co-workers, friends, etc about topics and problem solving. The need to be used to speaking to various audiences and supporting their opinions with facts, or evidence.	
The standards address what should be addressed. However, what is tested is way out of whack with the standards.	There just seems to be too many questions on the EOG relating to this type of questioning. For our struggling readers they are focusing on understanding the big idea and working to determine what is happening in the story. Focusing on so many specific works takes that away for them. I do think it's an important skill but too much weight seems to be put on it in testing.	Inference	They all take students to a deeper level of understanding and allow teachers to use whatever strategies or materials they have or prefer to use.	
8th-gerunds, participles, verbs	Inferencing is a higher level thinking skill that needs more scaffolding to be successful with it. This standard requires the student to find evidence of how they made the inference. The student is still trying to figure out was the inference is and not ready to find the evidence. This skill used to be a 6th grade skill and it was hard for 6th graders to make that transition. I had to spend all year making this transition to thinking so I do like it is earlier but needs more stepping stones.	Critical analysis	Identifying the central idea and theme of texts they read will allow students to understand that each text has a purpose. In turn, this will help them in their writing so they can have a clear focus and have the ability to define their theme or central idea.	
adding and subtracting money	They address text complexity. I do not feel that I know enough about the state's idea of text complexity to know for sure whether or not I am meeting the standards.	RF.K.1	Because no matter how much vocabulary we teach, there are always unfamiliar words on those tests. Students need to be able to determine the meaning of those words.	
No opinion	this needs more clarification. Teachers all see this differently.	3.RL.4, 3.RI.4	NA	
CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	no problem	RF.K.2	This is something that is so important for a child to understand before they can read or write.	
I would like to see RL 3.5 revised. I would like to see the word drama dropped and not be an expectation of 3rd grade.	This standard is problematic in the literature strand because it precedes 9.RL.3 and for students who are already behind their is no way for them to truly grasp them if they can't understand complex characters. Characters/characterization drives plot which informs the theme. In addition to the order of the standard. The standard itself is too complex even for students who are on grade level. The expectation in 8th grade is too low and to expect a student to reach this goal in a semester I think is unrealistic. They were never set up (scaffolded) to meet the standard in the first place.	CCSS.ELA-Literacy.SL.9-10.1.c CCSS.ELA-Literacy.SL.9-10.1.cPropel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CCSS.ELA-Literacy.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	If students are able to summarize text and determine the main idea, other standards such as determining meaning of words and being able to make inferences when reading seem to fall in place. Students need to read fluently while retelling what they have read. It is important for students to understand strategies they are able to utilize to determine the main idea and to be able to summarize what they are reading.	
Cursive writing should be dropped. Although it is a beautiful art for some, I does not apply to the real world.	No opinion	RF.K.3	It is important for students to master this standard in order for them to understand what they are reading.	
RL.5.1 Quoting accurately from the text.	Lots of remediation needed!	RF.K.4	It is important for students to master this standard in order to be able to understand what they are reading in a text. By mastering this standard, they understand figurative language, use of analogies, and how word choice impacts the meaning and tone of a piece of text. The student must understand what the word is and have somewhat of a meaning of it in order to understand what the text that they are reading is about.	

Every standard that begins with the phrase "With prompting and support" should be dropped or modified. I have no idea what is meant by that. How much "prompting and support" am I allowed to give? I have trouble with having kindergarten students needing to "Name the author and illustrator" because names are often the hardest words to read and remember. What is meant by "grade-level" in "Know and apply grade-level phonics and word analysis skills in decoding words," and "emergent reader texts" in "Read emergent-reader texts with purpose and understanding," and "kindergarten topics and texts" and "kindergarten reading and content"? All of these things have changed drastically in the past few years. What is expected to be "grade level" according to SOMEONE'S standards in TRC is totally inappropriate for the majority of students in high-poverty schools. Most of the children in such schools begin behind, and with the HUGE amount of material that we are supposed to cover and the ridiculous pacing guides that do not allow for mastery of skills, continue to be left behind. Why not allow kindergarten to be a fun year of learning to get along with others and to learn basic, foundation skills?	It is the testing tied to it, I don't feel that the testing matches the standar	instructional and informational texts	I feel the ELA standards are well thought out and a good guide line to teach reading. RL.2.1 Key detail in text has always been key in developing reading. RL .2.7 Images clarifying text helps students focus on key components of nonfiction. RL .2.10 I wish we could get new science and social studies books to help with deepen students understanding of this strand.	
RL.4.4	I am unclear on the difference between illustrate and elaborate, both mean to give detail.	NA	Vocabulary is such an issue with our students. They need to be introduced to new words within text and asked to figure out their meaning. In the real word people use higher level words within conversation on those skills are required.	
NA	We don't have the resources to find the visual or oral presentation of the same text, that is kid-friendly.	RI.4.2 RL.4.3	Without reading comprehension, we are not producing productive members of society.	
The problem isn't with just one standard being added or dropped. The underlying issue is the fact that not all students are college bound. Several students have no desire to attend college, yet it seems that we are expected to prepare them to do so.	NA	Study of informational text.	The standard is important for students as they mover to the higher grades and the work force.	
ELA-Literacy RF K 4- Read emergent-reader texts with purpose and understanding.	Most students in 6th grade still struggle with writing in complete sentences, punctuation, and capitalization, as grammar and writing has not been emphasized in the lower grades. I find that I have to teach these skills that should already have been mastered at the elementary school level. This further limits time that should be spent on more advanced concepts.	RL.4.1/RI.4.1	Develops deep understanding and critical thinking	
RI.3.8	Do not see the comparing of literature to art as important enough to be a standard. would be a nice extension or enrichment idea but not standard worthy.	Also RL 3.4 (just the literal meanings)	It is vital that no matter what students are reading that they can clearly identify evidence from the text to support their answer. This ties in nicely with the notion that argumentative writing be our most dominant mode of writing in middle school.	
Literacy L.5.1B verb tense perfect L5.3b comparing dialects and variations in language	RL 4.1	RL 4.1 & RI 4.1	While there are many standards that address skills critical to my students, this one is the most important in my present grade level. This standard requires that my students are "reading to learn", rather than simply being forced to learn to read as quickly as possible. This laser focus on early reading and writing skills saps the joy from reading. When classroom teachers have to spend time trying to push kids to do something they are not ready to do, we do not have time to teach meaningful lessons through shared reading experiences. Kids are not given the opportunity to learn at their own pace and will not develop the lifetime love of reading and learning when they are being drilled on sight words and phonics at age 5 in order to stay "on grade level".	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a a text.	Expectations and standardized tests are entirely too difficult for average student.	I feel the ELA standards are well thought out and a good guide line to teach reading. RL.2.1 Key detail in text RL .2.7 Images clarifying text RL .2.10 Science and Social Studies in text	Students need to master reading elements of non-fiction in order to be successful in all subject areas.	
R III-IV 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	We need more support for this standard because a lot of people struggle with that.	None	These objectives teach students to read deeper and support with evidence. RI6.8 because we need students to read more critically, to see different viewpoints and to analyze those and to determine appropriate steps of action.	

I do not have a problem with the standards.	SEE ABOVE	Na	If students can support their answers, then it demonstrates that they have both read AND comprehended the text. As teachers we want critical thinkers. If a student can go back and support his/her answer, then he/she is actively engaged with the text.	
W.K.7	Too many components of standard	RL.1.1 and RI.1.1 - textual evidence	I like to think that I am leaving my students with skills that will help them later in life. The vast majority of my students will need to communicate throughout their lives. For that reason, I teach grammar in equal doses with literature despite the fact that I know that I am cutting my own throat in doing so because the State does not test grammar.	
ldk	None	RL 7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. In truth, a single standard by itself is meaningless unless the other standards are emphasized in concert. Of all the standards, vocabulary and the accurate application of vocabulary stands out.	These skills, while basic, are the foundation of academic writing and analysis. Students will use them throughout high school and college. It is absolutely essential that they are mastered.	
RI. K 8 identify the reasons an author gives to support points in a text.	Na	RF.K.1-4 Reading foundational skills	*This standard requires students to provide support for statements made, which in turn requires them to closely and critically examine a given text.	
Dividing decimals- 5th grade standard	Again, each standard, in and of itself, is well-written and addresses a worthy goal. The range and complexity of standards put together are overwhelming.	RL.3.1	Because, if taught well, ALL reading and writing will improve. Students will understand the functions of words both in text and their creations; and, they will thus find more enjoyment in BOTH.	
RI 6.5	To properly teach these allusions one must teach quite a bit about mythology. Is the standard to teach allusions in general or mythological allusions.	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Students need to understand the main idea and supporting details. Retelling is a good method for assessing students' understanding. Reading is about understanding the text.	
None	By high school, most students (even the at-risk students who come in at lower level) need to move beyond this type of writing to have more time to learn how to write in the argumentative style. There is not enough time to effectively cover so many types of writing along with all the other standards in literature and grammar. Schools need a writing class. Perhaps pushing Eng. 1 to eighth grade and finishing senior year with a class called "Future Writing Readiness" would help students have more time to reflect on previously taught literature as they learn to write in various styles for various purposes.	Use of proper grammar mechanics in a sentence.	None	
4.RL.2 - revised RI.4.6	This standard is good, but it lacks the expectation that students will be prepared to understand the vocabulary and content used in the questions on the final exams. Even if the students comprehend the text, the vocabulary used on the final exam prevents them from accessing what the question is asking.	RL.3.1	The skill to cite textual evidence will help students will all reading -- fiction and nonfiction - and will help them understand and appreciate literary works.	
Myths....fourth grade is not ready to dig into this topic.	I don't	RI3	The majority of my students come from families with limited vocabulary. If we do not expose them to the words they are expected to know, then our scores will not improve, nor will our students vocabulary.	
Most ones that I think need to be dropped are in math. Standards should be relevant to students' needs. I would rather a 3rd grader come to fourth confidently knowing place value, regrouping with adding and subtracting, and know how to multiply, then know a little of this and that. More is not always better.	Students do not have the maturity to adequately answer the questions as posed without some guidance from the teacher.	3.RL.1	Na	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	No	None are more critical than others.	Students must be able to refer to a text to be successful with a majority of the ELA standards.	
n/a All are essential.	It is too vague. Does it mean PIE to persuade, instruct or entertain, or something different. This would need to be addressed with more detail in the standard itself.	RI 7.1,7.2	^ mentioned above	

RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text.	not enough time to teach	All	This standard measures a variety of important reading skills.
RS.1.8. With prompting and support, identify the reasons an author gives to support points in a text. (among others...this is just the first one that stood out to me as I was going)	There is not enough time in 1 semester (block scheduling) to complete this skill proficiently- especially attempting to create small group Socratic dialogue, when classes are over-crowded; I had 34 in my Eng I class this year. There is not enough time during my planning to contemplate and create lessons and materials to support this standard well.	Many of them	It really makes student analyze the text more since they have to justify their answers with textual evidence. It is the perfect foundation for all other standards.
The standards are fine.	Language/word meanings are key to acceleration for students.	R.1.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	They need to learn to think critically and independently.
There is no standard I wish to see dropped or revised	They are not developmentally ready to argue a point and research evidence to support their claims.	RL.7.2	Life-long skill.
RI 3.8 (3rd grade)	Point of view is not defined enough for this age and very difficult to internalize.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Students must know and be able to apply phonetic principles in order to decode unfamiliar words and gain meaning from text. They must also have a working knowledge of sight vocabulary.
RI/RL.3.4	It's overwhelming to my students every year.	RI.4.10	Even though one standard deals with literary text and the other informational text, it remains essential for students to be able to cite evidence and justify why the evidence they selected supports (explicitly says/inferences)
RL.1	I think that children have a difficult time in general demonstrating understanding of central message or lesson because they have not had many experiences that have taught them the lessons. Often teachers have to tell them the central message or lessons and they just repeat them.	RL 1-10	To get better understanding of the story they are reading.
CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	We need more of a gradual shift with grammar. Students are not familiar with sentence structure. However, the level 8 grammar assumes they have learned nouns, verbs, etc. We ran out of time for grammar for about 50% of our students.	L.6.4 - specifically "b" about Greek and Latin roots	Empower students to become life long learners. Thank you, Sue Cox
RL6.5 RL6.7 RI 6.5 RI 6.8	Students come to me with NO background in grammar. They cannot identify nouns in a sentence, much less subjects, clauses, or verbals etc. Punctuation is a foreign concept to them, and the local dialect makes them (and even their parents) combative about even attempting standard American English. Grammar is clearly not being valued in lower grades or at home, so it's incredibly difficult to make it a priority in the 8th grade and catch everyone up.	none	Let's be honest. Not all children who live in poverty are in our large cities where the opportunities will be more likely to be within their reach. Many of our children live in rural poverty and need the tools for basic understanding and how to apply that on a daily basis. Make the reading relevant. Remember, life is different from big cities to rural areas. Children live in different realities.
RF.K4- The expectation that all kindergarten children will read on a D level is incredibly difficult for students who have little to no previous educational experience. It places undue stress on young children, some of which are not developmentally ready for such a rigorous expectation.	Theme is a very subjective concept, based on how an individual understands and connects with a text. There can be more than one theme identified for most literature.	RL 8.4	Critical reading and writing
All Common Core standards are hard to interpret.	As new readers, kindergarten students need more time to develop their literacy skills and master their phonics. Placing that early reading requirement on them rushes things.	RI 5.7 draw on information from multiple print and digital sources	Plagiarism is a MAJOR problem in student work. This standard says that students have to learn to quote and/or paraphrase while not being guilty of plagiarism. Mastering this standard will greatly prepare them for high school, college, and beyond.
The standards are not the problem. It is the lexile level required for students to read and then apply the standards. For example, .5 RI.1 and 5.RL 6 (inferences and author's point of view are very difficult when the text lexile level the students need to master are in the 1000's.	A lot of children are coming barely prepared to think concretely and so much of what is asked of them is based on abstract thinking and not necessarily developmentally appropriate. Yes, again, we can expose them to lots of things that both sound and look good on paper. However, in the whole scheme of things, is this essential and crucial to children at this age (5-6) being able to read (word call AND comprehend)?	W.CCR.4 "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience."	This will ensure comprehension of the text they are reading. Without the ability to recognize the main idea and key ideas the student will struggle with comprehension of anything they choose to read.
I like our 3rd grade standards. The only one that comes to mind (my summer mind, without the standards in front of me) is the compare & contrast 2 different stories standard. I also think there is too much emphasis on vocabulary in 3rd grade. The majority of students do not have much background in this and it only makes achieving a "passing score" on the EOG more challenging.	I find the range problematic because I am reteaching what they should know, but if you only spend TWO weeks on place value in kindergarten, first, second, and third then I am going to have very few kids knowing it in fourth.	Don't teach ELA	Students do not know how to write effectively with all the technology that does it for them. Students do not know how to write pieces for specific reasons. They are also deficient in language skills. Not knowing how to write and identify a complete sentence is frightening.

9/10- RI and WI The emphasis on non-fiction texts (reading and writing) and argument AT the COST of creative expression and whole works in the canon and necessary for cultural literacy. Replacing whole novels with excerpts is simply not acceptable. While skills are important, much is lost by just teaching parts and excerpts.	It is not consistent with common core with how nc views this standard.	5RI.5.3	Not a kindergarten students are developmentally ready to read when they start school. They need more time to develop the foundational reading skills before having the expectation of having to read at a certain level.	
none	The concept is somewhat abstract for 6th graders and the standard is written very ambiguously. They have no idea how to approach this and even though I model in a variety of ways, it still seems to be above their heads.	RL.K.3	it is the single most important standard	
Thanks fact that the standards have so many numbers and symbols to refer to make it impossible to elaborate.	both require students to determine a claim in the text. This is difficult for students to do WITHOUT a language barrier. LEP students often cannot master this on the EOG/Benchmarks.	RI. 3.1 and RL. 3.1	Ask and answer questions should be a requirement and it helps students to discuss the best answers to questions.	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	These standards are not developmentally appropriate for third graders who are still learning vocabulary and basic story elements.	CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Students need to understand the stories and recall details to answer questions.	
W.6.1	I had students in my 10th grade ELA class this past year that could not read above 4th grade level. How can they expected to jump to such high lexile levels? Our 10th grade EOC is also written at a high lexile level which is a major disadvantage to our lower level students.	W. 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Children are able to learn valuable lessons regarding characters, events, and etc. through literature.	
RL.K.6	What is "central idea"? We have asked for a definition and it has not been clearly defined. In some instances, it is being used as "main idea" while in others it is the "theme", yet in other cases it is a summary. It is confusing to teach because it has not been clearly defined.	RI 6-2 and RL 6-2	No matter what my students pursue post-high school, this is a standard they will need. Most of my students are not going to go to college, and, frankly, many of them will never read another book nor attempt to write a coherent essay or even letter, but they will all need to be able to engage in discussion and support their ideas.	
RL.K.5	none	ALL	Reading is the foundation for every subject. The ability critically read for information and evaluate the meaning and relevance of the information is a skill that every individual needs as a career and overall life skill. I feel it is important to keep in mind the skills our students will need to be successful citizens, not just successful students or worse, test takers.	
NA This applies more to math for me	This standard seemed to be a problematic one for many students at this level, because students had a hard time grasping how to find/distinguish the claims of the argument. Also, many of them could not connect to some of the arguments in reading because of lack of prior knowledge or experience.	RL9-10.4 is heavily impacted because our students are not reading on grade level (RL9-10.10) and have weak vocabulary skills. L9-10.1 is practically non-existent.	Students need to be able to separate their personal opinions from the point of view or perspective of the author. This standard forces them to search for textual evidence to interpret the material correctly and separate it from their personal bias. This is an important life skill.	
It is the testing tied to it, I don't feel that the testing matches the standards	Don't teach ELA	RI.8 Reading argumentative texts	Determining the main idea of a passage is a timeless skill that requires a lot of practice.	
No comment	none problems with standards	Explaining text clearly and being able retell what is read.	Don't teach ELA	
The issue is not the revision, rather, it would benefit teachers and students if what students see on a test could be grade level appropriate, not harder than it needs to be. The academic vocabulary used in text HAS to be presented in a way that students can use strategies to understand unknown words.	Distinguishing between the similarities and differences between separate paragraphs does not seem developmentally appropriate for 3rd graders. I struggle with the questions and answer choices that are given to the students in the portfolio passages. Not only is this a difficult skill to teach, but I also find that I do not even know the answers to these questions. They seem too advanced for third grade students.	RL 3.1 RI 3.1	It is important that children be exposed to many different types of literature and informational texts and be able to comprehend what they have read in order to be successful.	
Range of text complexity	Some students do not have the background knowledge to understand larger vocabulary, therefore we are having to reteach skills then try to move on to 6th grade vocabulary	RL 3.1 Ask and answer questions.	So much of what inhibits students to understand texts is the academic vocabulary within the text. Also, many end-of-year assessments use these standards to form questions.	
W.7.2 AND W.7.3: I believe that by middle school, we need to focus our writing entirely on argumentative writing in preparation for high school and college readiness. Narrative belongs in elementary school. Informational requires an objective stance without emphasis on claim. Nearly all writing in high school and college require students to make a claim and support it. By eliminating these two standards, we can more fully focus on the more important mode of writing.	I feel that each standard is important	All of the standards are important.	it will apply in the real world later in students' lives	

Writing! Because we no longer teach the essay formats, students are woefully lacking in their ability to communicate through writing. The focus is on text-based evidence is too narrow. We should be helping the students to construct well-developed essays of various formats.	It is difficult to locate enough short fictional texts that are historical--most historical fiction is in novel format--takes too much time to teach this to mastery.	Finding supporting evidence in the text.	These standards are important because of how they flow and build on one another from one grade to the next. It's unfortunate there is a break down with what's working (the standards) and what's not (assessments not age or developmentally appropriate).	
I feel like the push for lexile levels should be eliminated. The levels are too high for all students to achieve mastery by the end of the semester.	I enjoy teaching students to write their opinions however I find that younger grades get confused when they have to state a fact versus an opinion. This became more evident when students were asked to describe an event from a story that happened. Many times students write what they think instead of what they read in the text.	RL.3.1	Asking and answering questions to text is a crucial skill that students will be required to do their whole life.	
10. Read and comprehend complex literary and informational texts independently and proficiently. To have a Kindergartener that comes to us not knowing letters, much less the sounds they make at the beginning of the school year, and expect them to read on a level D is too hard and very stressful on teachers and students. Some students do come to us with the ability to identify letters, but very few with the sound association. That is a long way to grow in one year.	Developmentally I find it difficult for 3rd graders to identify THEME, especially with the complexity of the text they are expected to use.	RI & RI 8.1	Adds to the comprehension of text	
W 7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. I whole-heartedly support this standard but had great difficulty implementing it due to limited access to technology.	Hasn't been practiced in prior grade levels.	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	This standard requires students to read deeply (why and how) to understand and recount important details from a text. This standard also requires student to use speaking and writing skills to express their answers.	
RL.3.6	It seems logical and necessary to map the curriculum and share methods to integrate literacy skills into science, social studies, technology, art, music... and more. Academic vocabulary, non-fiction texts, writing, analysis of text features. ELA teachers cannot do it all. Schools need a common language and approach to literacy that is part of the school culture and universal.	All are very important.	All standards focus on understanding of words, phrases, concepts used in the text.	
The CCSS are the best ELA standards we have had in my 15 years of teaching in NC. I think we should keep them. We have put so much time, energy and resources into the implementation of CCSS and are just now seeing the "trickle up" effects of these strong standards. It is not the time to change them again.	It amounts to an unfunded mandate for some schools. When the computer lab was available or when the media center was available or when there were enough computers for a class the size of mine, then we might be able to work on a writing project that day. The media center might be closed, computers needed for other classes or testing, or the internet might be down. Many students still do not have internet at home nor transportation to public libraries to access internet. We also lack the personnel to divide and differentiate large groups.	Finding evidence to support an answer.	It is extremely important for students to know how to write for an intended purpose and audience. Whether in college or in every day life, students will need the skill of communicating.	
Not applicable	This standard can be very challenging to 3rd graders since this is the FIRST year they have the EOG's and more complex questioning.	All of them	the need to write in the real world	
The most difficult is Literacy L.5.1 because of a lack of prior knowledge. I do not think it needs to be changed, just more slowly implemented.	I think it is very difficult to teach mastery of author's and illustrator's purpose. I think K students can identify the roles, but to fully understand the reasons why one writes is very abstract at this time. I fully believe many students can be taught this skill, however, much time having students reading and becoming fluent readers is lost with the amount of time it takes to develop this standard.	CCSS ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Science requires the ability to write and follow step by step directions	
WK.1,WK.2 WK.3 Do not specify actual writing accomplishments. RI. K 8 reasons an author does anything.... is beyond most Kindergarteners who are just amazingly accomplished being able to understand and discuss the concrete concept in a book or create their own next part of the story.	To have a Kindergartener that comes to us not knowing letters, much less the sounds they make at the beginning of the school year, and expect them to read on a level D is too hard and very stressful on teachers and students. Some students do come to us with the ability to identify letters, but very few with the sound association. That is a long way to grow in one year.	Analyzing and evaluating arguments. RI and W across multiple standards.	It focuses on comprehension and understanding what the text is saying explicitly even if it is not stated directly. Students will have to make inference and gather information inwardly. They are required to dig a little deeper from the surface to be successful with this standards. Higher order thinking	
RL 9-10.5 RL 11-12.3 RI 9-10.3,5,8 RI 11-12.3,7 SL 9-10.2,3 SL 11-12.2,3	First graders are not developmentally ready to complete this standard. They can retell a story to perfection but they are still learning sentence construction and are not able to organize their thoughts in writing yet. Because of the writing component, students are scored extremely lower than what their actual reading level is. Let them orally retell the story.	CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	All students must be able to cite text evidence for every additional standard and to robe their point in conversation/discussion/writing.	

informational text use	I find 6th graders need to be extremely comfortable with the other parts of speech before delving into pronouns. My students just don't come prepared for this level of intense instruction about 1 part of speech.	Textual evidence to support argument. Writing essays and papers.	For students to convey learned information within our 21st Century society, they must begin to practice researching information, explain the information in their own grade-appropriate language, and provide some sense of closure regarding the topic. If students can become comfortable with conveying this type of information, their future education and critical thinking skills will become enhanced.	
L2.4 - L2.6 Revise to make them more easily to incorporate into daily instructions/learning/activities.	CCSS.ELA-LITERACY.RF.K.4--not developmentally appropriate for all kindergarten students-not everyone will read at the same time-unrealistic CCSS.ELA-LITERACY.RI.K.6-not necessary- it's a good idea to discuss author and illustrator, but necessary to know them by name	CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	This is life	
CCSS.ELA-LITERACY.RF.K.4 CCSS.ELA-LITERACY.RI.K.6 I would also like to see MCLASS dropped completely. It is not appropriate, does not measure true ability, takes away days of instructional time.	Not applicable	Writing/Research to Build and Present Knowledge 9.	Learning to use context clues to solve unknown word meanings is one of the most important skills to help students understand and comprehend what they are reading.	
I find that all standards are appropriate and the third grade level, however, when assessed on standardized tests, the requirements are too demanding and rigorous for children on a third grade level.	This standard would be much more clear to me if the phrase "how to structure a text" was elaborated on. What elements of structure am I expected to teach? Is exposition, conflict, resolution appropriate for this grade level, or is there another more complex plot structure we should explore? Parallels and flashbacks are fairly standard terms, but "structure" in literature can mean many different things.	All of the RI standards.	enhance vocabulary meaning and comprehension	
RI.K.8	It should be introduced and exposed but not required	RL.7.1, RI.7.1	When students are reading any text, fiction or nonfiction, it is imperative that they are understanding what they are reading and asking questions to check for understanding as they read. If they get to the end of the story and have no idea what they have read, what was the point in reading the story to begin with?	
RI.7.9-10	Loss of demonstration of grammar and writing on state exams.	ALL of the grammar/mechanics standards are crucial.	Both of these standards hit on the big picture of reading both literature and nonfiction. Students need more experience with these reading skills. These skills help proficient and non-proficient readers bring their reading to a higher level of thought. They need to read lots of rich print and make comparisons of these skills from genre to genre. Conversations and written work help to improve these skills. Being able to summarize any text helps a student to determine the big picture. It's why we read even as adults.	
For ELL, the standards should remain the same.	I think the standards are appropriate but the way we assess them is not. K-1 students should not be expected to read a prompt and write a response with out support. A large chunk of the questions do not match their reading level.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	It is the basis of everything.	
I think the standards are excellent. ELA is bigger than other curriculums yet in most schools it is given equal time, equal planning. In order to do more in less time teachers need immediate, comprehensive support. Specifically, materials, technology, pacing guides, selected texts with supportive materials.	The wording of these standard needs to be addressed. I have had several students question the wording of "religious works such as the Bible" because they feel they shouldn't learn the Bible in school.	RL.3.10 RI.3.10	They are important to have a strong foundation to life long reading and writing.	
CCSS.ELA-LITERACY.RI.1.7 CCSS.ELA-LITERACY.RI.1.8 CCSS.ELA-LITERACY.RI.1.9 The written response in these standards are not developmentally appropriate for first graders. These are beginning readers and writers.	Of the ones I listed, the one I see as problematic is W.9.3a-e. I enjoy teaching narrative writing. However, writing should be taught using a workshop model approach, which takes time even with a 90 minute block. If standards are tweaked, I would eliminate or update this standard to a revise a previous narrative due to the vast amount of narrative writing the students encountered at this point.	RL and RI 6.1 - Cite textual evidence in both fiction and nonfiction text	Guided reading which reflects this standard is essential to appropriate understanding and meaning instruction of each student	
xx	To many variations in word problems for second graders. (unknown first, unknown last etc...)	RI & RL.4.4	Vocabulary is a large part of end of grade assessments, as well as a large part of reading texts in the classroom. A large "warehouse" of vocabulary words will help the student as they continue to grow.	
None.	Conclusions and inferences are based upon the experiences and mores of an individual. What is logical to one person may be illogical to another. Also, textual evidence can support more than one conclusion and some passages may have a double meanings or innuendo. How do you test this accurately taking into consideration that there can be more than one correct answer.	RL6.1 RL6.2 RI6.1 RI6.2 RI6.8	These objectives include main idea, summary, inferences etc. Students need these skills for high school, college and beyond.	
grammar	We have so little time for writing preparation in the 18-week schedule as is. Narrative writing is covered so extensively in prior grades, and at this point, students should be fine-tuning writing skills in preparation for college: research, expository, argumentative, etc.	xx	Because it's not stressed enough at lower levels, and teachers are not prepared, willing, or compensated to give appropriate feedback to see students improve. This issue is compounded by stupidly large class size (consider "stupidly" here to be in excess of 24 students/class)	
None really.	No textbooks for students to read or analyze.	non fiction text L.5.4 RI5.2	Many of my students are from low socioeconomic or ESL households. They have few personal experiences to help with text connections.	

less emphasis on non-fiction.	The standards do not match student readiness.	R.1 & R.L 7.1-7.4	Students must have the ability to explain what part of the text they used in order to begin to think critically about the text and to have discussions to prove their point of view	
I teach Specials, so I do not teach ELA in a regular classroom situation anymore. I taught third grade for many years, only one of which being with common core. I cannot adequately answer this question.	Students at this level have a hard time even mastering what the terms are and identifying them in text let alone determine how the text is structured.	RL.K.3 Identify characters, setting, and major events in a story.	I think this is an important standard because it covers all subject areas. Some of my students can do math, but they can't comprehend or understand the question being asked. I feel like I spend a lot of time during math teaching reading comprehension for this area alone.	
RI.2.2 Lessons and morals from fables, central messages. Not developmentally appropriate. Too difficult and not enough materials. examples. RI.2.3 Characters feels/actions RI.2.2 info and details from paragraphs	xx	RL.K.10	xx	
No revision	None.	SL.9-10.2	"Draw evidence from literary or informational texts to support analysis, reflection, and research." I feel this is the most important because it requires a combination of many skills: reading, understanding, gathering, supporting, synthesizing and writing. If this standard is mastered on grade level, then our students are able to read a variety of texts, identify and support claims/ arguments. This skill relevant for any job field and to simply engage in meaningful communication.	
CCSS.ELA-LITERACY.SL.9-10.1	You are describing between shades of meaning for words. This is one of those things that comes under a classroom rich with "book talk ". So many of my students come with no preschool background. This is superfluous at this time.	RL.1.1. Answer text related questions	It's the one they will use the most in their reading.	
Not any, They are all reasonable, appropriate, and necessary.	see above	I feel all are important!	Increasing the ability to identify unknown words increases understanding of text.	
			It will benefit them in the long run.	