

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
1.G.A.1	Distinguish between defining attributes (open, closed, number of sides, vertices) versus non-defining attributes (color, orientation, size) for	Probably too much for first grade. If you think otherwise, then you should indicate the research that supports this standard.
1.G.A.2	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new	The listed shapes were not examples; they were the parameters....do they need to know Expected shape names must be included. Just like numerical progressions are specified, so should these. From a testing standpoint, if the AZMerit is going to test with
1.G.A.2	Compose two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from the composite shape.	Expected shape names must be included. Just like numerical progressions are specified, so should these. From a testing standpoint, if the AZMerit is going to test with
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves and fourths. Understand that	So we are no longer having them describe the whole? This is a very important understanding for students to have. i.e. the whole is two of the
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves and fourths. Understand that decomposing into more equal shares creates smaller shares.	The whole is a foundational understanding of fractions, since the numerical representation of a fraction tells us nothing about its actual magnitude unless we know the size of the whole. Consider reinserting: Describe the whole as two of two
1.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use common, proper, and possessive nouns.b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).e. Use frequently occurring adjectives.f. Use frequently occurring conjunctions (e.g., and,	Standard i- Please consider adding sentence structure guides to support teachers in sentence construction skills. This will help teachers remember/know all of patterns of simple sentences so they can help their students being to create varied sentence structures in the primary grades. For example S-V, S-V-O, CS-V-O, CS-CV-O, CS-CV-CO S-P, CS-P-O etc.

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1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use common, proper, and possessive nouns.b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).e. Use frequently occurring adjectives.f. Use frequently occurring conjunctions (e.g., and,</p>	<p>Agree with moving printing to writing foundations. Identifying declarative, interrogative, imperative and exclamatory is not necessary if it is done for vocabulary. Discussing the type of sentence is important but I feel this lends itself to some teachers using the vocabulary as the focus.</p>
1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use common, proper, and possessive nouns.b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).e. Use frequently occurring adjectives.f. Use frequently occurring conjunctions (e.g., and,</p>	<p>Remove k. It is a writing standard and is already present in Writing Standards 1-3</p>

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1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use common, proper, and possessive nouns.b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).e. Use frequently occurring adjectives.f. Use frequently occurring conjunctions (e.g., and,</p> <p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Use frequently occurring affixes as a clue to the meaning of a word.c. Identify frequently occurring root</p>	<p>a. through k. is too prescriptive. Leave to teacher.</p> <p>The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach “all-purpose tools” vs needed content “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal</p>
1.L.4	<p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.a. Use sentence-level context as a clue to</p>	<p>Delete. Age-inappropriate.</p>

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Coding	Standard	Comment
1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>Although it is important to learn the parts of speech and apply them in writing, I feel the distinguishing shades of meaning in verbs and adjectives are more a second grade standard.</p>
1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>Please, keep expectations at age appropriate, introductory levels. Especially on 'd'.</p>
1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not</p>

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1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).c. Identify real-life connections between words and their use (e.g., note places at home that</p>	<p>Delete. Age-inappropriate. The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal</p>
1.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	
1.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently</p>	<p>Delete. Unnecessary. Prescriptive.</p>
1.MD.A.2	<p>Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length</p>	<p>I would like to see standard measurement of inches and half inches brought back into the standards.</p>
1.MD.A.2	<p>Express the length of an object as a whole number of length units by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p>	<p>The part removed is not repetitive and limits the standard. The removed section denotes that the distances measured should be limited to values that when measured using different objects should be a whole number value with no fractional portions. The earlier part of the standard highlights that measuring requires the unit of measure is applied with no gaps or overlaps. Therefore, the deleted</p>

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Coding	Standard	Comment
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Adding the standard that addresses money will support the students as they move into 2nd grade.
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	This is an excellent addition to the 1st grade standards to support Placing this back in first grade is appropriate. Students need the repeated exposure to coins - especially as society has changed,
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	Love the addition of money in first
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	This is an excellent addition to the 1st grade standards.
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	This is an excellent addition to the 1st grade standards. It helps scaffold the money standards taught in 2nd
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	Bringing money back to 1st grade is appropriate. This standard is
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	I was glad to see that this was added, because students need to be able to Identify something before they can work with it. Knowing what the coins look like and the value will
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	Great additional standard. Allows for learning coins prior to mastering
1.MD.B.4	Identify coins by name and value (pennies, nickels, dimes and quarters).	This is a good addition to build a scaffold for future work.
1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	What is the reasoning of counting to 120 and stopping there? Why not 150? Or 200? According to the Core Knowledge Scope and Sequence and other time proven developmentally appropriate standards, first graders should learn
1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and the relationship between addition and subtraction.	This standard is very, very similar to 1.NBT.C.6. Multiples of 10 are numbers through 100, so, I don't think we need to have both standards since they are basically the Standard still has "how to's" and not "what to teach." It mentions using models and/or strategies which implies a teacher must introduce multiple methods, but it may be that students understand the concept
1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and the relationship between addition and subtraction.	

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1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and the relationship between addition and subtraction.	the key idea from the 2010 standard regarding that students are to "Understand that in adding two-digit numbers, one adds tens and tens and ones and ones; and that it is sometimes necessary to compose a ten" is missing from these standards. Consider adding "Recognize that in adding two-digit numbers, one adds
1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and	Easier to understand.
1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and the relationship between addition and	Please take a look at the 2nd-grade standard for adding and subtracting through 1000. The verbiage there is far superior and should be included
1.NBT.C.4	Add through 100 using models and/or strategies based on place value, properties of operations, and	Standard should read "models and strategies..."
1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Standards still too prescriptive with "how to's" and not just "what to teach." This is developmentally questionable as a universally achievable skill in grade 1. Students may be able to via rote memory to recite 10,20, 30, etc., but explaining
1.NBT.C.6	Add and subtract multiples of 10 through 100 using models and/or strategies based on place value, properties of operations, and the	"Using models and/or strategies..." directs instructional method. The standard should be limited to the "what," e.g., "Add and subtract
1.NBT.C.6	Add and subtract multiples of 10 through 100 using models and/or strategies based on place value, properties of operations, and the relationship between addition and	Still too prescriptive with "how to's" and not just "what to teach." Standard still states using "models and multiple strategies." If a class understands one strategy, which is it
1.NBT.C.6	Add and subtract multiples of 10 through 100 using models and/or strategies based on place value, properties of operations, and the	Standard should read "models and strategies..."
1.NBT.C.7	Demonstrate understanding of addition and subtraction through 20 using a variety of place value strategies, properties of operations, and the relationship between addition	"...using a variety of place value strategies..." directs instructional method, that is, the "how," not just the "what." This should be simplified to "Demonstrate understanding of

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1.NBT.C.7	Demonstrate understanding of addition and subtraction through 20 using a variety of place value strategies, properties of operations,	New standard but too prescriptive with "how to's" and not "what to teach" with multiple models and strategies.
1.NBT.C.7	Demonstrate understanding of addition and subtraction through 20 using a variety of place value strategies, properties of operations,	Standard should read "through 20 using models and strategies based on place value..."
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1)	The overview on page 1 states, "Add and subtract through 10." Clarify if it is 10 or 20.
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	Please, please, please, please, PLEASE!!! Stop requiring students to demonstrate a "variety" of ways to solve a problem! Having to learn so many different ways to add or subtract numbers is creating a lot of confusion. The students tend to mix the methods up. You can require the teacher teach the all the methods available, but let the student determine what works best for him or her. Good idea to put the problem types in a separate table. The table is very well organized and gives clear examples of the different problem types. I think it would be a great thing to use as a basis for a poster in my classroom that students can refer to when solving different types of
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	This is a standard within a standard and is too prescriptive with Table 1 included. Dr. James Milgram stated about this Common Core Standard, "teaching this standard alone could consume perhaps 80% of time in the first grade! This is a standard within
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	1.OA.A.1 . Please specify which problem types should be mastered by the end of first-grade.

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1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	Algebraic thinking is developmentally inappropriate at this age. Most children cannot use "a variety of strategies" being that they are in the preoperational phase. They also cannot be expected to use equations to give answers to problems on their
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	The word "situations" was a better choice than "problem types." Might you consider returning to that word? It's much more user friendly as a teacher might ask students, "What's happening in this situation?" help them decontextualize the mathematics (SMP2). However, I wouldn't ask a student "What problem type is this?" nor would I suggest that other teachers ask this question of their students. The CGI Writing equations is not a strategy but a representation. This standard should require students use a variety of strategies to solve but also require an equation be written using a symbol for the unknown number to
1.OA.A.1	Use addition and subtraction through 20 to solve word problems involving multiple problem types (see Table 1) using a variety of strategies.	Standard is too prescriptive and tells you "how to teach" and not "what to teach." Some examples were deleted under the heading, but the "variety of strategies" just moved to another place within the standards document-
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings, and equations with a symbol for the unknown number to represent the	
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings, and	Easier to understand.
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1)	Again, algebraic thinking is not developmentally appropriate at this age. Children in kindergarten are in the pre-operational phase and need concrete ideas. Equations with unknown factors provide incredible stress on the young pre-operational mind. Please see the developmental stages by psychologist Jean Piaget. Parents are very upset that these

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1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Table 1)	Why is there a difference between the wording of 1.OA.1 and 1.OA.2? They should both end with: "using objects, drawings, and equations with a symbol for the unknown number to represent the
1.OA.B.3	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20.	Examples need to be provided on a separate document to clarify for teacher what the student should be able to do
1.OA.B.3	Apply properties of operations (commutative and associative properties of addition) as strategies to add and subtract through 20. (Students need not use formal terms for these properties.)	Properties of operations should only be used in the upper grades of elementary school while children are being introduced to pre-Algebra concepts. First grade students need time to learn basic skills of adding and subtracting through repetition (skill & drill). Parents are very upset
1.OA.B.4	Understand subtraction through 20 as an unknown-addend problem. (See Table 1)	Standard is still too prescriptive and Table 1 remains which is full of "how to's" and not "what to teach."
1.OA.B.4	Understand subtraction through 20 as an unknown-addend problem. (See Table 1)	The connection from counting and cardinality in Kindergarten to addition and subtraction in first grade is absent from these standards. Suggest reinserting 2010 standard 1.OA.C.5 "Relate counting to addition and subtraction" to maintain coherence among the standards and renumbering draft standard 1.OA.C.5
1.OA.C.5	Fluently add and subtract through 10.	I like the flexibility but I wonder if you could put the examples in the Facts through 10 is very appropriate for 1st graders to be fluent in.
1.OA.C.5	Fluently add and subtract through 10.	In the critical areas, this states that students should be able to add and subtract through 20. The standard now states that they need to add and subtract through 10. This needs to be consistent and I think it should be
1.OA.C.5	Fluently add and subtract through 10.	This is a very low standard for Arizona children. I prefer the old standard of fluently adding/subtracting through 20. Yes,

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1.OA.C.5	Fluently add and subtract through	This revision is appropriate
		The wording of "fluently add and subtract through 10" is too vague. What is the requirement for fluent? How many completed in how much time? Is the speed of completing math facts important or the accuracy? As a teacher of students with special needs - I believe it is more important for a student to be
1.OA.C.5	Fluently add and subtract through 10.	New Standard is clear as written and a better standard.
1.OA.C.5	Fluently add and subtract through 10.	Perhaps revise the cluster to read: "Add and subtract through 20." And revise 1.OA.C.5 to include: Add and subtract through 20. Fluently add and subtract through 10. Having this cluster heading (Add and subtract through 10) listed as a main point in the overview may cause teachers to believe that their work only focuses on fluency to 10 and misses that they
1.OA.C.5	Fluently add and subtract through 10.	Much clearer and simpler.
1.OA.C.5	Fluently add and subtract through	the addition of "regardless of its placement" is a strong addition that will enhance understanding the
1.OA.D.6	Understand the meaning of the equal sign, regardless of its placement within an equation, and determine if	
1.OA.D.6	Understand the meaning of the equal sign, regardless of its placement within an equation, and determine if	Easier to understand.
1.OA.D.6	Understand the meaning of the equal sign, regardless of its placement within an equation, and determine if equations involving addition and subtraction are true or false.	The addition of "regardless of its placement within an equation" is EXCELLENT because it directly hit the meaning of the equal sign. Keep this change; it is conceptually sound and
1.OA.D.7	Determine the unknown whole number in any position in an addition or subtraction equation relating three	Algebra is not developmentally appropriate for the pre-operational mind that 1st graders have.

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1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d.	e. Orally generate a series of original rhyming words using consonant blends???? How do you rhyme the beginning of words?
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d.	Standard 1.RF.2 is nearly the same as kindergarten. This should be a first grade standard and not a kindergarten standard.
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d.	e. phonograms are inaccurate according to some phonics programs
1.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d.	Recheck accuracy. Too prescriptive.

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1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	I like the addition of the six syllable types.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	All six syllable types in 1st grade?? These children need to be flexible and fluent with closed syllable and V-E words, and read at least 150 HFV; after that, let's give them a chance to practice and perfect these early skills before piling on more.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	ALL 6 syllable types? Fewer would be good to start at 1st. closed, open, silent e and then progress and add in higher grades.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	d. recognizing and applying 6 syllable types is too difficult for 1st grade. Various might be a better word than 6.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	1.RF.3d seems a lot for 1st Grade and has a similar expectation in Grades 2 and 3. If it was reworded to say "recognize and apply various syllable types" in first grade and didn't specify "all six syllable types" until Grades 2-3 it would allow flexibility at the local level

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1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	add back in the silent-e vowel team. old RF3c standard
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	Students are expected to be readers by the middle of first grade. Knowing and applying all six syllable types will help students become better readers. I love that "six syllable types" was added.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	Like the specificity of all six syllable types.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	D. recognize and apply all six syllable types when decoding grade level tests should be refined for 1st grade as all syllable types may not be appropriate for 1st grade.

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1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	There needs to be additional clarification as to the six syllables. Some of these syllable rules are not appropriate for the first grade level.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	Knowledge of syllable type requirements needs to be grade level appropriate. Application level of all six at first grade may be difficult if mastery is expected.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.d. Recognize and	Six syllable types is a tool, not a standard. Everyone on the committee did not master the six syllable types. What happens is that something like this actually distracts from the reading process of strong and gifted readers. Please be careful about what becomes a standard. It might read, "Recognize and apply all six syllable types when decoding
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	Part d is not appropriate for 1st grade. What is the difference between recognize and identify for six syllable types for 1st and 2nd grade? The progression for the six syllable types should start in 2nd grade, not 1st grade. Specific syllable types for 1st grade like close or silent e are appropriate, but recognizing

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Coding	Standard	Comment
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	Too prescriptive.
1.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in	This is an important part of the skill-based reading acquisition process to help a student gain decoding skills.
1.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive	a. Take out purpose and understanding; c. can be interpreted in various ways (simplify)
1.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive	Delete b and c.
1.RI.1	Ask and answer questions such as who, what, where, why, and how	I really like the question words being added to this standard.
1.RI.1	Ask and answer questions such as who, what, where, why, and how	Adding "who, what, where, why, and how" makes this more accessible for

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Coding	Standard	Comment
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	Delete. They've done this exercise with Literature. They should spend more time with various forms of literature/fiction (poems, fables, folk
1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	AZ.2.RI.10 a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Why is the following standard being removed? This isn't something we should wait for our kids to learn until 3rd grade when AzMERIT begins. All three of my boys, in 2nd grade, were
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social	This is excellent that it is combined with the AZ standard. This clarifies that informational text comes from
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social	Thanks for the clarification.
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social	New teachers may need clarity. Maybe include an example of functional text, and technical text.
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social	This change lessens misunderstanding about what informational text is by providing

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Coding	Standard	Comment
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.10	With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	Instead of this standard, suggest children bring to class a piece of non-fiction/informational text to read. Then, identify differences between a fictional story and the non-fiction
1.RI.2	Identify the main topic and retell key details of a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal Delete. They've done this exercise with Literature. They should spend more time with various forms of literature/fiction (poems, fables, folk
1.RI.2	Identify the main topic and retell key details of a text.	
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces	key details addition is good

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Coding	Standard	Comment
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text using key details.	Delete. They've done this exercise with Literature. They should spend more time with various forms of literature/fiction (poems, fables, folk
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Delete. They've done this exercise with Literature. They should spend more time with various forms of literature/fiction (poems, fables, folk
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons)	The inclusion of electronic menus and icons is imperative for students of this age to be able to interact with

Coding	Standard	Comment
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a	Delete. This is boring. They should spend more time with various forms of literature/fiction (poems, fables, folk tales, legends, myths, etc.)
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Delete. They've done this exercise with Literature. They should spend more time with various forms of literature/fiction (poems, fables, folk
1.RI.7	Use the illustrations and details in a text to describe its key ideas.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal

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Coding	Standard	Comment
1.RI.7	Use the illustrations and details in a text to describe its key ideas.	Delete. The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.8	Identify the reasons an author gives to support points in a text.	Common Core calls for. That would require a fully developed prefrontal
1.RI.8	Identify the reasons an author gives to support points in a text.	Delete. The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Common Core calls for. That would require a fully developed prefrontal
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations,	Delete.
1.RL.1	Ask and answer questions such as who, what, where, why, and how	Adding "who, what, where, why, and how" makes this more accessible for
1.RL.1	Ask and answer questions such as who, what, where, why, and how	I like the clarification of key elements.

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Coding	Standard	Comment
1.RL.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content."We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Why does this say "read prose and poetry" and not any other types of text like the sister standard RI.10? I think that for new teachers this can
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.2	Retell stories, including key details, and demonstrate understanding of	Like that "main idea" was added.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.3	Describe characters, settings, and major events in a story, using key	Consider adding who, what, when, where, why and how like in 1.RL.1.

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Coding	Standard	Comment
1.RL.3	Describe characters, settings, and major events in a story, using key	Do key details include the who, what, where, why and how as it does in
1.RL.3	Describe characters, settings, and major events in a story, using key details.	The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Change to "Identify the sense (touch, hearing, sight, taste, smell) implied in words appealing to the senses."
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide	Wide range of text types or grade level bands? Is this referring to Lexile levels?
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	New teachers may need clarity with this standard of what is the "range"? Is the range referring to the variety of text OR the variety of lexile levels?

Coding	Standard	Comment
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Delete. These children haven't had a "wide reading of a range of text types." They haven't even scratched the surface of literature, poems, fables, folk tales, legends, myths, or
1.RL.6	Identify who is telling the story at various points in a text.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or	Delete. Repetitive.

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Coding	Standard	Comment
1.RL.8	(Not applicable to literature)	<p>The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal</p>
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	<p>The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal</p>
1.RL.9	Compare and contrast the adventures and experiences of	Delete. Unnecessary.
1.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in</p>	<p>The word "diverse" should either be eliminated or reworded with "a variety of" or "different."</p> <p>Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.</p>

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Coding	Standard	Comment
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.c. Ask questions to clear	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.SL.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in	Delete. Age-inappropriate.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal

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Coding	Standard	Comment
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the	Is supplying a reason for an opinion a little advanced for a first-grader?
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the	Is supplying a reason for an opinion a little advanced for a first-grader?

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Coding	Standard	Comment
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the	Is supplying a reason for an opinion a little advanced for a first-grader?
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the	Delete. Age-inappropriate. Children do not have enough knowledge to write opinion pieces.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and	Consider adding functional text or an example of functional text to this standard since it was removed from
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	The following standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and	Delete. Age-inappropriate.

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Coding	Standard	Comment
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use	Delete. Age-inappropriate.
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Delete. Age-inappropriate.
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal

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Coding	Standard	Comment
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from	Delete. Age-inappropriate. Fosters group think.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	It is essential to have this interaction with technology at this age. I appreciate the inclusion of digital
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	Having key boarding skills would be more age appropriate.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	Keyboarding skills development is appropriate for first graders, but production and publishing would be a
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Applying knowledge on how to find/use digital tools is a great grade level expectation. Having the students actually compose and publish writing digitally is not age appropriate when they are still
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	Delete. Age-inappropriate.
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach "all-purpose tools" vs needed content "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal

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Coding	Standard	Comment
1.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them	Delete. Age-inappropriate. Children do not have enough knowledge to be doing "shared" research and writing projects. Rather, they could read a how to book and explain how to do
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	The following standard should not be used for one or more of the following reasons:considered developmentally inappropriate, have multiple standards within a standard, are unclear, teach “all-purpose tools” vs needed content “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
1.W.8	With guidance and support from adults, recall information from experiences or gather information	Delete. Unnecessary, not worthwhile.
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	Writing print concepts is an important piece of communication and I agree that it should be added to the standards.
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	Instruction of correct letter formation is essential for students.
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	Thank you for reincorporating this skill back into the standards.
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	Great that basic handwriting as a communication tool may be given more emphasis.
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	So glad handwriting is back in the standards.

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Coding	Standard	Comment
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or letter group) for each phoneme.c. Write with appropriate spacing	THANK YOU FOR INCLUDING HANDWRITING! I get so tired of students with sloppy penmanship. Good handwriting not only leads to a better ability to write coherent ideas - it is also an indicator of a student's level of effort, attention to detail, and
1.WF.1	Demonstrate and apply handwriting skills.a. Write upper and lower case manuscript alphabet from memory using correct letter formation.b. Write common grapheme (letter or	I agree with the addition of the sound-letter basics and handwriting for K-2.
1.WF.2	Demonstrate and apply sound-letter concepts.a. Orally segment the phonemes in any single-syllable, spoken word.b. Demonstrate and	I agree with the addition of the sound-letter concepts for K-3rd grade.
1.WF.2	Demonstrate and apply sound-letter concepts.a. Orally segment the phonemes in any single-syllable, spoken word.b. Demonstrate and	b wording is awkward. Instead consider Demonstrate and understand that each syllable must have a written vowel. or you could
1.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.	I appreciate the addition of the writing foundational skills.

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>Most of these skills are more appropriate to 2nd grade than 1st grade. Encoding is a difficult skill, especially for emergent readers. 1.WF. 3.a.4-6 are better left in 2nd grade, as are 1.WF.3.c.1and 3 (wagon is a schwa, by the way, not technically a closed syllable because the vowel sound is NOT the short sound). Also, encoding 100 HFW is a huge task for 1st graders. Spelling/writing vowel teams is also not 1st grade appropriate. It is enough to read this type of word at this age.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>The list of 100 words for spelling should be given if there is this specific standard. If there is flexibility of those 100 words, there should be a change in the wording of the standard to imply that flexibility.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>The use of the word "the" in 1.WF.3d implies everyone should be using the same list of "the 100 most often used words" - if the State is allowing for flexibility at the local level, the word "the" should not be used.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>What are the 100 most often used words in English? Specific list??</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>Again, using the word "the" implies a specific list. Allow for flexibility and take the word out.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell often used words in English. words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>d. What are the 100 most often used words in English? Why 100? It should read: Spell 100 of the most often used words in English.</p> <p>The way it is stated implies there is a specific list of 100 words that every teacher must have the students spell. That is not the case. That is a district/school decision.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>1RF3 d- remove the word "the" 100 most common. It implies a specific 100. It would depend upon the selected word list.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>What list for 'd' to measure 100 most often?</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>Spelling the most 100 often used words in English is important, but what research-based list? This seems very subjective depending on where people go to find this list.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>I strongly feel that this is inappropriate for 1st grade. The students are still learning to read and as they read the spelling patterns and rules come with it. Spelling is memorization and some students really struggle with this. I think that as the students start to grasp reading spelling will come along with it. I as a teacher feel like it is more important for the children to sound words out phonetically rather than memorization and focus on reading.</p>

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Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>I disagree with standards 1.WF.3.b, 1.WF.3.c, 1.WF.3.d, 1.WF.3.e. They are inappropriate for our first grade students. Developmentally, these students are still learning to read and need those foundational skills before they can spell words with inflectional endings, two syllables words, and the 100 most often used words.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>Thank you for including all of these specifics. As a first grade teacher I feel it is very important for students to learn the basic rules of phonics for both reading and spelling success.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>This is way to prescriptive and should be a curricula decision as to when these are given--there are some you left out. Suggest you add this to the glossary to indicate what a comprehensive program would have. 2nd problem is that you are now using the word "including" rather than e.g. 3rd problem Don't add the number 100 most frequently used words...that is curricula decision</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>d, Simplify to 100 most often used words in English</p>

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Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>Most of this should be deleted. It is much too prescriptive. Let teacher make decisions about proper spelling.</p>

Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>I like 3. I would hesitate GREATLY to add such a large section on spelling. Traditionally, spelling was a focus in writing curricula, but it was a gross misappropriation of time and resources. One can be a fabulous writer while not be a great speller. Being a great speller has LITTLE TO NOTHING to do with being a great writer. I understand popular perception dictates that spelling be included, but it should be integrated into a standard about the presentation and clarity of writing.</p>

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Coding	Standard	Comment
1.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell common, regular, single-syllable words using:1. Short vowels and single consonants.2. Consonant graphemes including qu, x, and -ck; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).3. Initial and final consonant blends (e.g., must, slab, plump).4. Long vowel patterns spelled correctly, including VCe (Vowel-Consonant-silent e) (e.g., came, like), common vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go, cry).5. Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn).b. Spell words with inflectional endings:1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing, jumps).2. Nouns with -s, -es, and no change to the base word (e.g., rugs, kisses).3.</p>	<p>As a parent, I would rather my child spend their time reading or writing, as opposed to memorizing spelling words. One of my boys is a natural speller, the other two are not. And while I understand that experiences with the rules and patterns in our language are helpful, I would rather not add more spelling at the expense potentially of writing</p>
11-12.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range</p>	<p>The addition of qualitative measures takes the focus off of just Lexile scores. Smart addition.</p>
11-12.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and</p>	<p>Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task</p>
11-12.RI.10	<p>By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range</p>	<p>I like that is now involves a qualitative and quantitative measure, rather than just referring the the CCR text complexity band</p>
11-12.RI.2	<p>Determine and analyze the development and interaction of two or more central ideas over the course</p>	<p>I really like how this is worded. 9-10.RI.2 should read similarly and so should 11-12.RL.2, in terms of the</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	little clunky with "in which the rhetoric is particularly effective" ... why don't we remove this? Would educators choose horribly written poor rhetoric pieces? And if they do, wouldn't that be for rhetorical purpose? There is a limitation provided with this language. Should read " Determine an author's point of view or purpose in a text analyzing how style and content
11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,	Using "effectiveness" instead of "power, persuasiveness, or beauty of the text" is more academic and
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	Did anyone notice how similar standard RI 8 and Ri 9 are? Aren't premises inherent in argument? Truthfully, this is asking to delineate and evaluate the rhetorical effectiveness of the author's argument..it could be that simple, but I believe that some teacher, somewhere or some parent will resist the simplicity of this and not know how to teach it to students. That
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and	I appreciate the removal of the specific works and examples mentioned in this standard.
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and	The simplification of this standard is more in line with the other standards. As it was before, it read
11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and	I like that specific documents are no longer referenced and that is was broadened to include both seminal

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Coding	Standard	Comment
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	so with the comment for RL 9 ... think of this ... Taft's Dollar Diplomacy and then Albert Beveridge's March of the Flag ... this is when magic can happen. I know this is "curricular" but this is the issue with good standards and bad pedagogy. So this is a great standard but the training moving forth for standards implementation needs to be about changing mindsets
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	I appreciate the removal of the specific examples from this standard. The standard is much more clear and it leaves the curriculum and instructional decisions up to the
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes,	The simplification of this standard is more in line with the other standards. As it was before, it read
11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes,	I like that specific documents are no longer referenced and that is was broadened to include both seminal
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Thank you for adding quantitative measures to this standard. It takes the focus off of Lexile scores.
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Like the 11-12. Redundant to say By the end...grade 11 and then By the end ... grade 12.
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Can apply this comment to 9-10 as Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
11-12.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I like that is now involves a qualitative and quantitative measure, rather than just referring the the CCR text complexity band

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Coding	Standard	Comment
11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Still think there are limitations in the "provide an objective summary" ... so rarely used at the high school level in ELA. There was a place when we had RHST standards but this is often done as scaffolding within the larger standard. Hopefully when implementation methods are created there can be a concentration on how to teach the standards and not just
11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact	Thank you for taking out fresh and beautiful!
11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact	This standard is "fresher" and streamlined!
11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact	This standard is much more "fresh" without the text that was removed. Thank you.
11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact	The simplification of this standard is more in line with the other standards. As it was before, it read awkwardly.
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its	The simplification of this standard is more in line with the other standards. As it was before, it read
11-12.RL.6	Analyze how point of view impacts the implicit and explicit meanings in a text.	The previous AZCCRS standard addresses teaching satire, irony, and sarcasm specifically and how those things appear in the text. "Point of view" is vague and could be as simple as first/second/third person and does not account for determining the difference between what is said in the text and what is actually meant. These things need to be spelled out in the standard, as

Coding	Standard	Comment
11-12.RL.6	Analyze how point of view impacts the implicit and explicit meanings in a text.	This one is generating interesting discussion. From a teacher perspective, this is awesome because there are so many mediums in which this can be taught. Removing specificity actually allows for improved teaching and learning because educators are not pigeonhold. It is imperative that teachers who do not understand standards actually go through p.d. to learn how to do this. We cannot take
11-12.RL.9	Analyze how two or more texts from the same period treat similar themes or topics.	What is unique about this standard is that it can also be in informational text. This would be amazing for educators to have training in how to look at non-fiction and fiction together.
11-12.RL.9	Analyze how two or more texts from the same period treat similar themes or topics.	This change makes sense and provides districts/schools/teachers with a broader choice of text to teach
11-12.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.c. Propel conversations by posing and	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.

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Coding	Standard	Comment
11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.b. Use narrative techniques to develop experiences, events, and/or characters.c. Use a variety of techniques to sequence events so	People claim that narratives are not limited at the high school level, but look at these parameters. Engage by setting out problem, introduce narrator and characters, use narrative techniques, etc. If you want a persuasive narrative or argumentative narrative this need to be directed. As written, this is almost a clear, standard, less advanced type of writing. There are some beautifully written arguments that use narrative techniques but these modes of writing should be integrated.
11-12.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing	no need to mention the internet here. Either give a complete list of types of technology or remove the internet.
2.G.A.1	Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces,	Again, doable with repeated practice.
2.G.A.1	Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of	This is a very different standard than the original; wording change did not clarify, it changed it. The parameters were also removed so are they to know ALL 2-D and 3-D shapes
2.G.A.2	Partition a rectangle into rows and columns of same-size squares and	More difficult, but, doable with repeated practice.
2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, third of, etc., and describe the whole as two	Again, doable with repeated practice.

Coding	Standard	Comment
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use collective nouns (e.g., group).b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c. Use reflexive pronouns (e.g., myself, ourselves).d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)g. Produce,	Difficult, but, doable with enough practice.
2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use collective nouns (e.g., group).b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c. Use reflexive pronouns (e.g., myself, ourselves).d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)g. Produce,	This seems, as written, to belong more to the Writing Standards than the Language, Conventions of Standard English Standard.

Coding	Standard	Comment
2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use collective nouns (e.g., group).b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c. Use reflexive pronouns (e.g., myself, ourselves).d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)g. Produce,</p>	<p>I. This is writing not language. Take it out. If you decide to leave it, it contradicts the writing standard that does not include the words "with assistance." But take it out. This is covered in Writing standards 1, 2, and 3.</p>
2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use collective nouns (e.g., group).b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).c. Use reflexive pronouns (e.g., myself, ourselves).d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Use interjections (e.g., Yes! That is mine; Yes, that is mine!)g. Produce,</p>	<p>Remove "with assistance" in i.</p>
2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Capitalize holidays, product names, and geographic names.b. Use commas in greetings and closings of letters.c. Use an apostrophe to form contractions and frequently occurring</p>	<p>Difficult, but, doable with enough practice.</p>

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Coding	Standard	Comment
2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Capitalize holidays, product names, and geographic names.b. Use commas in greetings and closings of letters.c. Use an apostrophe to form contractions and frequently occurring</p>	<p>Remove e. It is developmentally inappropriate.</p>
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Compare</p>	<p>Difficult for most second grade students.</p>
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Compare formal and informal uses of English.</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would</p>
2.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition,</p>	<p>Difficult, but, doable with enough practice.</p>

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Coding	Standard	Comment
2.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition,</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not fully functional until early adulthood"</p>
2.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).b. Distinguish shades</p>	<p>Doable</p>
2.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would</p>
2.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and</p>	<p>Doable</p>

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Coding	Standard	Comment
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.MD.A.1	Measure the length of an object by selecting and using appropriate tools.	Again, doable with repeated practice.
2.MD.A.2	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice, using different standard length units for the two	Again, doable with repeated practice.
2.MD.A.2	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice, using different standard length units for the two	I believe this really gets at the heart of the standard more.
2.MD.A.2	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice, using different standard length units for the two	I like the clarification
2.MD.A.2	Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice, using different standard length units for the two	Might be pretty sophisticated in second grade. Show the research that demonstrates that this is appropriate, or move up to third or even fourth grade.
2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and	Again, doable with repeated practice.
2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in	Again, doable with repeated practice.
2.MD.B.5	Use addition and subtraction through 100 to solve word problems involving lengths that are given in the same units, by using drawings and	More difficult, but, doable with repeated practice.

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Coding	Standard	Comment
	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points	
2.MD.B.6	corresponding to the numbers 0, 1,	Again, doable with repeated practice.
2.MD.C.7	Tell and write time from analog and digital clocks to the nearest five	Again, doable with repeated practice.
2.MD.C.8	Find the value of a collection of coins and dollars. Record the total using \$	Again, doable with repeated practice. This is appropriate, given that students will be exposed to coins in first grade. However, I would like to see the parameters defined. Will students be required to count coins with a total greater than a dollar? Are they expected to add dollars to
2.MD.C.8	Find the value of a collection of coins and dollars. Record the total using \$ and ¢ appropriately.	Changing the progression of money was a good idea and appropriate.
2.MD.C.8	Find the value of a collection of coins and dollars. Record the total using \$	
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-	Again, doable with repeated practice.
2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-	Standard is still too prescriptive and full of "how to's" if Table 1 remains!
2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the	Again, doable with repeated practice.
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases:a. 100 can be thought of as a group of ten tens—called a "hundred."b. The numbers 100, 200,	Again, doable with repeated practice.
2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases:a. 100 can be thought of as a group of ten tens—called a "hundred."b. The numbers 100, 200,	By teaching place value students have a BETTER understanding the value of a number and how to add and subtract. Teaching the traditional way to add students are just being robots and doing what they were told. They have no understanding.

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Coding	Standard	Comment
2.NBT.A.2	Count to 1000 by 1's, 5's, 10's, and	Time consuming to go all the way to 1000, but doable with regular
2.NBT.A.2	Count to 1000 by 1's, 5's, 10's, and 100's from different starting points.	Why the inclusion of counting by 1's in the 2.NBT.A.2 standard? It seems that counting by ones would be tedious to 1,000. The students have mastered counting by ones in first-grade to 120 and through understanding place value they can extend the counting sequence to larger numbers. Isn't the intention of this standard to help students develop place value understanding
2.NBT.A.2	Count to 1000 by 1's, 5's, 10's, and	Clearer by defining what "skip counting" applies.
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number	Again, doable with repeated practice.
2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	In life students need to know how to read a number. It is our job to teach students how to read and write to actually be able to function in life.
2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, doable	
2.NBT.B.5	Demonstrate understanding of addition and subtraction through 100 using a variety of strategies based on place value, properties of operations, and/or the relationship between	"...using a variety of strategies..." directs instructional technique, the "how." The standard should be limited to the "what," that is, "Demonstrate understanding of
2.NBT.B.5	Demonstrate understanding of addition and subtraction through 100 using a variety of strategies based on place value, properties of operations,	Again, doable with repeated practice.
2.NBT.B.5	Demonstrate understanding of addition and subtraction through 100 using a variety of strategies based on place value, properties of operations,	Please add this language to the third-grade standard for adding and subtracting through 1000. There should be a flow. The third-grade
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	"...using strategies..." directs instructional technique, (how). Should be "Add up to four two-digit
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value	Again, doable with repeated practice.
2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value	I like the note about standard algorithm

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Coding	Standard	Comment
2.NBT.B.7	Demonstrate understanding of addition and subtraction through 1000, connecting concrete models or drawings to strategies based on place value, properties of operations,	This mentions "strategies" to be used, the "how." Should be limited to the "what," that is, "Demonstrate understanding of addition and subtraction through 1000."
2.NBT.B.7	Demonstrate understanding of addition and subtraction through 1000, connecting concrete models or drawings to strategies based on place value, properties of operations,	Again, doable with repeated practice.
2.NBT.B.7	Demonstrate understanding of addition and subtraction through 1000, connecting concrete models or drawings to strategies based on place value, properties of operations,	I really like the changes here. It just makes so much sense!!
2.NBT.B.7	Demonstrate understanding of addition and subtraction through 1000, connecting concrete models or drawings to strategies based on place value, properties of operations,	Easier to understand.
2.NBT.B.7	Demonstrate understanding of addition and subtraction through 1000, connecting concrete models or drawings to strategies based on place value, properties of operations,	beautiful!!!!!!
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	Again, doable with repeated practice.
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	This allows students to see there are several ways to add and subtract. By teaching this the students gain confidence that not everyone has to
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	These two are exactly the same...different starting points are not added....I even checked the
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	In the comparison document, it stated that based on public comment the standard was changed. Both columns have the same standard, and it doesn't look like any clarifying
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	More difficult, but, doable with repeated practice.

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Coding	Standard	Comment
		While it doesn't specify I have to assume this section expects students to use composing/decomposing/making tens to solve equations b/c the kindergarten standard clearly stated it.I would like these practices removed,they are EVER so CONFUSING.A number or sum can't change therefore I think we dont need 101 ways to explore what 60-3
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)	
2.OA.A.1	Use addition and subtraction through 100 to solve one-step word problems. (See Table 1) Use addition and subtraction through 20 to solve two-step word problems. Represent a word problem as an equation with a symbol for the unknown.	As a second grade teacher I think although difficult for many students they are possible with repeated practice. I think the third section "Represent a word problem as an equation with a symbol for the unknown" is more than many second grade students will be able to learn
2.OA.A.1	Use addition and subtraction through 100 to solve one-step word problems. (See Table 1) Use addition and subtraction through 20 to solve two-step word problems.	This is a standards within a standard and is full of "how to's" with Table 1 included. This needs to be broken down into multiple standards with "what to teach" not "how to's."
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know	I feel this is doable with repeated practice.
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-	I like the definition of fluency provided in the executive summary; it will help change the idea that
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know	This is essential so that kids can function in life. They need to be able
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-	This is a low expectation that only places a bigger burden on 3rd grade. Our kids can at least go through 50 if 3rd grade is not enough time to gain fluency in multiplication and division math facts. Memorization of a portion of these facts should be required in 2nd grade (ex:
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	multiplication products through 5x5). This allows students more time with the concept of multiplication before expanding into higher numbers and
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know	changing within to through makes sense. The changes in this standard

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Coding	Standard	Comment
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	NOW students are capable of understanding all the different strategies without getting them confused. 2nd grade would be a good year to begin requiring them to demonstrate a variety of ways of
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	Not developmentally appropriate to use "mental strategies" in 2nd grade. Will frustrate and confuse student! Where is 1.OA.6- I could not find in
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.	This standard seems confusing since the first sentence includes adding some double digits, but the second does not. Would it be clarifying to add an "and" rather than have two separate sentences? For example: By the end of Grade 2, know from memory all sums of two one-digit
2.OA.B.2	Fluently add and subtract through 20. By the end of Grade 2, know	Thank you for removing "mental strategies"!
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members. Write an	Again, doable with repeated practice.
2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express an even number	I don't know what the last items is trying to do except confuse; "Write and equation to express an even number as a sum of two equal
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays. Write an equation to express	Again, doable with repeated practice. Please specify the number of column or rows in this standard. Is it still 5?
2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays. Write an equation to express the total as a sum of equal addends.	Multiplication is not listed as one of the critical areas in 2nd grade and without limitations on this standard,
2.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-	Doable with repeated practice.

Coding	Standard	Comment
2.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-</p>	<p>I appreciate the specificity of six syllable types.</p>
2.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-level text.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but</p>	<p>Six syllable types is a tool, not a standard. Everyone on the rdg committee did not master the six syllable types yet you all read and many of you have a masters degree. What happens is that something like this actually distracts from the reading process of strong and gifted readers. Please be careful about what becomes a standard. It might read, "Recognize and apply all six syllable types when decoding grade</p>
2.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-level text.d. Decode words with</p>	<p>a. Distinguish? Read or do you mean decode. c. Take out six. Programs use various ways of teaching syllables. Say. apply all syllable types. e. give an e.g. for what you mean by inconsistent by common spelling-sound correspondences b. what are the common vowel teams--this is curriculum sometimes</p>
2.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Identify and apply all six syllable types to decode appropriate grade-</p>	<p>This is an important part of the skill-based reading acquisition process to help a student gain decoding skills.</p>

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Coding	Standard	Comment
2.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read on-level text with purpose and understanding.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive	Doable with repeated practice.
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	Doable with repeated practice.
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	Adding "who, what, where, why, and how" makes this more accessible for parents.
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	AZ.2.RI.10 a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Why is the following standard being removed? This isn't something we should wait for our kids to learn until 3rd grade when AzMERIT begins. All three of my boys, in 2nd grade, were
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	Difficult, but, doable with enough practice.
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	I appreciate the addition of qualitative and quantitative measures. How is it determined what appropriate for grade two means?

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Coding	Standard	Comment
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	This change lessens misunderstanding about what informational text is by providing more specific examples.
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of	Doable with repeated practice.
2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in	Difficult for many second grade students.

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Coding	Standard	Comment
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade	Doable with repeated practice.
2.RI.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes,	Doable with repeated practice.
2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.6	Identify the main purpose of a text, including what the author wants to	Difficult, but, doable with repeated practice.

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Coding	Standard	Comment
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine	Doable with repeated practice.
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.8	Describe how reasons support specific points the author makes in a	Difficult for many second grade students.
2.RI.8	Describe how reasons support specific points the author makes in a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RI.9	Compare and contrast the most important points presented by two	Difficult, but, doable with enough practice.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	Doable with repeated practice.
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of	Adding "who, what, where, why, and how" makes this more accessible for parents.
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Doable with repeated practice.
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	I appreciate how the clarification of this standard defines text complexity as a combination of qualitative and quantitative measures. How is it determined what is appropriate for
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Like the changes that were made - "proficiently and independently.....determined by qualitative and quantitative
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I like the qualitative and quantitative instead of Lexile.
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reading and task

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Coding	Standard	Comment
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	The standard should be limited to the "what," so the phrase "including fables and folktales from diverse cultures" is inappropriate, as it directs instructional techniques which should be left to the teacher or
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message,	More difficult, but, doable with repeated practice.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.3	Describe how characters in a story respond to major events and	Doable with repeated practice.
2.RL.3	Describe how characters in a story respond to major events and challenges.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply	Difficult for many second grade students.
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending	Doable with repeated practice.
2.RL.5	Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each	Doable with repeated practice.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate	More difficult, but, doable with repeated practice.

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Coding	Standard	Comment
2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.RL.9	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by	Doable with repeated practice.
2.RL.9	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by	Clarifying how they are comparing and contrasting by adding the word plot is very helpful.
2.RL.9	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under	Easy for some students much more challenging for many students.

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Coding	Standard	Comment
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under	Insted of diverse partners use: different partnering strategies. Or variety of partners. Or take out diverse.
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under	I'm going to mention this on the I worry that the inclusion of the word diverse along with peers and adults in small and large groups is moving over into the area of instruction and that the standard might better be stated as "Participate in collaborative conversations about grade 2 topics and texts."
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).b. Build on others' talk in conversations by linking their	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or	Difficult, but, doable with enough practice.

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Coding	Standard	Comment
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather	Difficult, but, doable with enough practice.
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly	Doable
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of	Difficult, but, doable with enough practice.
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of	This standard encourages the practice of essential technology skills.

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Coding	Standard	Comment
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language	Difficult, but, doable with enough practice.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g.,	Difficult, but, doable with enough practice.
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop	Difficult, but, doable with enough practice.

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Coding	Standard	Comment
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop	Consider adding examples that include functional text as well, since that was removed from the draft.
2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts,	Difficult, but, doable with enough practice.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Difficult, but, doable with enough practice.
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Include WF standards (Grade-specific expectations for writing types are defined in standards 1-3 above and WF standards)

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Coding	Standard	Comment
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	AZ.2.W.4 With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. If they want to eliminate the reading standard for functional text, it makes sense that they want to eliminate the writing standard too. I disagree for
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by	Difficult, but, doable with enough practice.
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing,	Difficult, but, doable with enough practice.
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	This standard encourages essential foundational experiences with technology. I appreciate that this is included at the primary level.

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Coding	Standard	Comment
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce	Difficult, but, doable with enough practice.
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.W.8	Recall information from experiences or gather information from provided	Difficult, but, doable with enough practice.
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
2.WF.1	Demonstrate and apply handwriting skills.a. Write legibly in manuscript.b. Write with sufficient fluency to support composition.c. Transcribe	Most students can do this rather well, some need a great deal of practice, but they can do it.

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Coding	Standard	Comment
2.WF.1	Demonstrate and apply handwriting skills.a. Write legibly in manuscript.b. Write with sufficient fluency to support composition.c. Transcribe ideas legibly in manuscript with appropriate spacing.	3.WF.1 is less rigorous than 2.WF.1. because in 2nd grade they are expected to write fluently to support composition. This piece is omitted in 3rd grade. Please swap these two standards or add 2.WF.1.b in to 3rd
2.WF.1	Demonstrate and apply handwriting skills.a. Write legibly in manuscript.b. Write with sufficient fluency to support composition.c. Transcribe	What does transcribe ideas mean? How is this different from 1.WF.2.?
2.WF.2	Demonstrate and apply sound-letter concepts.a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:1. Consonants: /s/= s, ss, ce, ci, cy	doable
2.WF.2	Demonstrate and apply sound-letter concepts.a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:1. Consonants: /s/= s, ss, ce, ci, cy	To improve our Arizona Standards, please reference RF.3 throughout this section
2.WF.2	Demonstrate and apply sound-letter concepts.a. Write the most common graphemes (letters or letter groups) for each phoneme. For example:1. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck2. Vowels:	This is not writing, this is spelling. It is also a practice that would be found in a program--it is curriculum specific/instruction specific. Students should be writing these graphemes in the context of real words. Remove

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>Difficult for many students, but, doable with enough practice.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>I like the addition of the writing foundations skills section.</p>

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>d. What are the 200 most often used words in English? It should read: Spell 200 of the most often used words in English...</p> <p>It should not imply there is a list of 200 words that everyone should use.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>The 200 most often used words? Which list?</p>

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVE (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>KWF3 d- remove the word "the" 200 most common. It implies a specific 200. It would depend upon the selected word list.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVE (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>The use of the word "the" in 2.WF.3d implies a specific list. Wording such as "200 of the most often used" will allow for local control of which words are expected.</p>

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>Is all of this spelling in isolation or in context? I think that spelling these words correctly in context needs to be specified.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>To improve our Arizona Standards, please reference RF.3 throughout this section</p>

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>Go back to the old spelling standard which is generalize learned spelling patterns. Put this information in the glossary. Way too specific. Don't put in numbers (200 most often used words) don't use the word including if you are prescribing what is to be taught. Use e.g. to give examples. You are specifying a curriculum or way of teaching. Don't list the syllable types, just say ...combine words with various syllables. Sugg. if you keep specifics. You have left some out.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and Cve (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>The very successful phonics program that my six children have been taught does not present phonics in the manner described in section a. The standard should be more inclusive of all phonics programs. Section d should be spell the 200 most often used words in English, as found in a research-based list.</p>

Coding	Standard	Comment
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>I would hesitate GREATLY to add such a large section on spelling. Traditionally, spelling was a focus in writing curricula, but it was a gross misappropriation of time and resources. One can be a fabulous writer while not be a great speller. Being a great speller has LITTLE TO NOTHING to do with being a great writer. I understand popular perception dictates that spelling be included, but it should be integrated into a standard about the presentation and clarity of writing.</p>
2.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Spell regular, single-syllable words that include:1. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).2. Complex consonant blends (e.g., scr, str, squ).3. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).4. Vowel-r combinations (e.g., turn, star, third, four, for).5. Contractions (e.g., we'll, I'm, they've, don't).6. Homophones (e.g., bear, bare; past, passed).7. Plurals and possessives (e.g., its, it's).b. Spell two- and three-syllable words that:1. Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).2. Include familiar compound words (e.g., houseboat,</p>	<p>As a parent, I would rather my child spend their time reading or writing, as opposed to memorizing spelling words. One of my boys is a natural speller, the other two are not. And while I understand that experiences with the rules and patterns in our language are helpful, I would rather not add spelling at the expense potentially of writing</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.G.A.1	Understand that shapes in different categories may share attributes and those shared attributes can define a larger category. Draw examples of	I wish we could get even more clarity on what this standard is asking. There are conflicting viewpoints on what categories should be explicitly
3.G.A.1	Understand that shapes in different categories may share attributes and those shared attributes can define a larger category. Draw examples of	The parameters were what is called "clutter"? The original standard focused on quadrilaterals...Now it is open to ALL shapes
3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and	Please consider adding sentence structure guides to support teachers in sentence construction skills. This will help teachers remember/know all of patterns of simple sentences so they can help their students being to create varied sentence structures in the primary grades. For example S-V, S-V-O, CS-V-O, CS-CV-O, CS-CV-CO S-P, CS-P-O etc.
3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and	3.L.1.J. Approve. This is much clearer than how it was written as an AZ standard.

Coding	Standard	Comment
3.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and</p>	<p>My hard copy shows "j. Write one or more paragraphs..." but that is not visible here. If it is, indeed, supposed to be here, I suggest removing it as it seems redundant; it belongs in the Writing Standards.</p>
3.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and</p>	<p>j. This is a writing standard not a language standard. Take it out. Writing standards 1, 2 and 3 address this.</p>
3.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).d. Form and use regular and irregular verbs.e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).f. Ensure subject-verb and pronoun-antecedent agreement.g. Form and</p>	<p>c. 3rd graders do not think abstractly. g. Is wordy and unclear</p>

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Coding	Standard	Comment
3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Capitalize appropriate words in titles.b. Use	Capitalize appropriate words in titles is not clear. What titles? Books? People? Movies? Should be more specific!
3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose words and phrases for effect.b. Recognize and observe differences between the conventions of spoken and written Standard English.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.a. Use sentence-level context as a clue to the meaning of a word or phrases.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable,	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).b. Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).c. Distinguish shades of meaning among related words that describe states of mind or	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.MD.A.1	Tell and write time to the nearest minute and solve word problems involving addition and subtraction of time intervals in minutes.	Does this still involve measuring/calculating elapsed time? Or does it only include problems like the movie started at 12:30 and
3.MD.A.1	Tell and write time to the nearest minute and solve word problems involving addition and subtraction of	time intervals and word problems seems like a big jump from 2nd grade.
3.MD.A.1	Tell and write time to the nearest minute and solve word problems involving addition and subtraction of time intervals in minutes.	Students must be able to "measure time intervals" in order to add and subtract time intervals so the wording should be included. For example: Jazmyn started her homework on Monday at 3:45 and finished at 4:10. On Tuesday, she started at 4:15 and finished at 4:50. How many minutes did she spend on homework these two days? How do
3.MD.A.1	Tell and write time to the nearest minute and solve word problems involving addition and subtraction of	Where are group notes in the red-line that are referenced? It appears example was just removed?
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and "¢" as a distinction between dollars and cents.	I do think we should do this in 3rd grade, but students should really be doing most of this in lower grades and reviewing in 3rd grade. Also you can students to use the 'cent' symbol, but that not used anymore in computer programs or on keyboards. Though they can write it out, we should also be encouraging students

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as a distinction between dollars and cents.	I understand the purpose of this standard, but should we expect students to be able to solve word problems, that will inevitably include at least addition/subtraction if not multiplication/division as well, with this many place values? They are only expected to add/subtract within 1000 in the NBT standards. This adds two new place values which complicates it more than just adding/subtracting within 1000. I'm
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as	Glad to see that money is spread out through more grade levels than just 2nd gr.
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as a distinction between dollars and	This is an appropriate place for word problems involving money. Defining the parameters "through \$20" is an important piece of this standard.
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as	This is good. Before it was only implied that money as a unit should be taught.
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as	This is an excellent clarification and addition to the 3rd grade standards.
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as	Clarifies what specifically third grade students must be able to solve in regard to money.
3.MD.A.2	Solve word problems involving money through \$20.00, using symbols \$, ¢, and " " as	It seems that this standards should be included in 3.NBT.A.2 rather than in measurement and data.
3.MD.A.3	Measure and estimate liquid volumes and masses of objects using metric and customary units. Excludes compound units such as cm ³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or	Take out the compound, too complex for 3rd. Why are multiplicative comparison problems in this standard? Doesn't make sense.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.MD.A.3	Measure and estimate liquid volumes and masses of objects using metric and customary units. Excludes compound units such as cm ³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or	Please fix the parenthesis on this standard. In the PDF I downloaded, there is an open parenthesis before the word "Excludes" in the 2nd sentence but now closed parenthesis. On this webpage right now, there is no open parenthesis but a closed on after the word "container." in the 2nd
3.MD.A.3	Measure and estimate liquid volumes and masses of objects using metric and customary units. Excludes compound units such as cm ³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative	When both customary and metric was included for liquid volume and mass in the old standards it was always confusing for students to switch or understand why there is both systems. Also, I notice that measuring length in 3.MD.B.5 is still only measured in customary units, not metric. So shouldn't we keep it consistant and only include
3.MD.B.4	Create a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step problems using	I like the change from draw to create. It allows students to use multi-media to create their graphs.
3.MD.B.5	Generate measurement data by measuring lengths to the nearest quarter inch. Show the data by making a line plot, where the	This removed the parameter of the marks on the ruler students are to use...which means they may be required to use a ruler with markings
3.MD.C.6	Understand area as an attribute of plane figures and understand concepts of area measurement.a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used	How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.
3.MD.C.6	Relate area to the operations of multiplication and addition.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.b. Multiply side lengths	How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes
3.MD.C.7	to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems.c. Use tiling to show that	it a triangle is tough to measure.

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Coding	Standard	Comment
3.MD.C.7	<p>Relate area to the operations of multiplication and addition.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems.c. Use tiling to show that</p>	<p>Third grade students do not understand "real world" problems nor "mathematical reasoning." Not developmentally appropriate for a 3rd grader!</p>
3.MD.C.7	<p>Relate area to the operations of multiplication and addition.a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems.c. Use tiling to show that</p>	<p>Point D. - There is an inconsistent application of the removal of "how" elements in the standards. Breaking down rectilinear shapes into non-overlapping rectangles is an important strategy to solving these types of problems. While it does stray into the "how," it does not expressly say how to accomplish this. This is a crucial element of this standard. Plus, in later standards, How would this be assessed? I am struggling to understand why this can't just be paired together with 3.MD.C.9 in which this standard is the stepping stone to solving problems utilizing real word contexts involving perimeters of polygons. I can see assessing this formatively in the classroom to make sure students understand the differences and purposes of area and perimeter, but that has always been a "given" sub-</p>
3.MD.C.8	<p>Understand perimeter as a linear attribute of plane figures and distinguish between linear and area measures.</p>	<p>I approve of removing cluster D and separating it into to standards 8 and</p>
3.MD.C.8	<p>Understand perimeter as a linear attribute of plane figures and distinguish between linear and area</p>	<p>This makes it clear that perimeter needs to be taught. It was often overlooked. Before it was buried in</p>
3.MD.C.8	<p>Understand perimeter as a linear attribute of plane figures and distinguish between linear and area measures.</p>	<p>Third grade students do not understand "real world" problems nor "mathematical reasoning." Not developmentally appropriate for a</p>
3.MD.C.8	<p>Understand perimeter as a linear attribute of plane figures and</p>	<p>Fits nicely under cluster C instead of creating a new cluster.</p>

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Coding	Standard	Comment
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	I would like clarity here. Are we rounding only two digit numbers to the nearest 10? Only 3 digit numbers to the nearest hundred? Should students be able to round 236 to the nearest 10 as well? What about 2236 to the nearest hundred or ten? Again, various people/companies/programs have conflicting views on what this standard is asking for. I've seen programs that say they are linking to this standard ask students to round 4
3.NBT.A.2	Demonstrate understanding of addition and subtraction through 1000 using a variety of strategies such as properties of operations and	It should be made clear that these strategies do not include the standard algorithm.
3.NBT.A.2	Demonstrate understanding of addition and subtraction through 1000 using a variety of strategies such as properties of operations and	I like that the fluency piece was taken out. Making it a separate standard helps with scaffolding.
3.NBT.A.2	Demonstrate understanding of addition and subtraction through 1000 using a variety of strategies such as properties of operations and the relationship between addition and subtraction.	Why was algorithms removed? This was the progression. 2nd grade used strategies, 3rd used strategies and algorithms (plural), 4th grade used the standard algorithm Also, what happened to "based on
3.NBT.A.2	Demonstrate understanding of addition and subtraction through 1000 using a variety of strategies such as properties of operations and	This was so, so much better in the previous standards! Please, please put the notion of "place-value-based strategies" back in!
3.NBT.A.3	Fluently add and subtract through 100.	Take this out and put it back in second grade where it belongs. Learning these many facts (ALL addition, ALL subtraction, ALL multiplication, and ALL division) is TOO MUCH for a third grader. They have to have mastery of addition and subtraction before multiplication and division. It takes a FULL YEAR for students to master multiplication and

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.NBT.A.3	Fluently add and subtract through 100.	I feel like this is also an unnecessary standard when you are already asking students to add/subtract within 1000 on 3.NBT.2. I understand the new 3.NBT.2 says "demonstrate understanding" and this says "fluently" but I think this is silly. It feels like people were just reaching for ways to make changes because they said they would and needed to follow through with it. Fluently adding/subtracting within 100 begins
3.NBT.A.3	Fluently add and subtract through 100.	I like that the fluency piece was taken out. Making it a separate standard helps with scaffolding.
3.NBT.A.3	Fluently add and subtract through 100.	Adding this standard clarifies fluency requirement for third grade students.
3.NBT.A.3	Fluently add and subtract through 100.	This sounds like standard algorithm all the way around. I don't think that's your intention is it? This does not flow well with the 4th-grade standard for using the standard
3.NF.A.1	Understand a unit fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction	Sorry still confusing and not sure what needs to be done.
3.NF.A.1	Understand a unit fraction ($1/b$) as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction	Thank you for adding the term unit fraction.
3.NF.A.2	Understand a fraction as a number on a number line; represent fractions on a number line diagram.a. Represent a unit fraction ($1/b$) on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it from 0 into b equal parts.b. Represent a fraction a/b on a number line diagram by marking off	What fractions are we talking about? Simple, mixed, improper? This is not clear in this standard and could be interrupted many ways. You don't want a teacher only doing simple and another doing mixed. Third graders should only be doing simple and that needs to be clear to all.

Coding	Standard	Comment
3.NF.A.2	<p>Understand a fraction as a number on a number line; represent fractions on a number line diagram.a. Represent a unit fraction ($1/b$) on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it from 0 into b equal parts.b. Represent a fraction a/b on a number line diagram by marking off</p>	<p>How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.</p>
3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.a. Understand two fractions as equivalent if they represent the same size part of the whole, or the same point on a number line.b. Understand and generate simple equivalent fractions. Explain why the fractions are equivalent.c. Express whole numbers as fractions, and understand fractions that are equivalent to whole numbers.d.</p>	<p>Again, what fractions are we talking about, simple, mixed, improper? Again, only simple fractions should be taught at this grade level and that needs to be told in the standard.</p>
3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.a. Understand two fractions as equivalent if they represent the same size part of the whole, or the same point on a number line.b. Understand and generate simple equivalent fractions. Explain why the fractions are equivalent.c. Express whole numbers as fractions, and understand fractions that are equivalent to whole numbers.d.</p>	<p>There are conflicting viewpoints on if this standard means students at this grade should understand fractions greater than 1 whole that are not entire whole numbers, such as $5/2$. 3.NF.3c leads me to believe it should only be greater than one whole if it involves fractions equivalent to whole numbers, but should they also be able to recognize, name, represent, and find equivalent fractions for fractions like $5/2$, $9/6$, etc.? Some clarity would be nice.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.a. Understand two fractions as equivalent if they represent the same size part of the whole, or the same point on a number line.b. Understand and generate simple equivalent fractions. Explain why the fractions are equivalent.c. Express whole numbers as fractions, and understand fractions that are equivalent to whole numbers.d.</p>	<p>How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.</p>
3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.a. Understand two fractions as equivalent if they represent the same size part of the whole, or the same point on a number line.b. Understand and generate simple equivalent fractions. Explain why the fractions are equivalent.c. Express whole numbers as fractions, and understand fractions that are equivalent to whole numbers.d.</p>	<p>Ever since equivalency was added to 3rd grade with Common Core, 3rd graders have struggled with this! They can understand "a" using pictures or the same point on a number line, but developmentally they cannot generate simple equivalent fractions on their own with understanding. We would have to teach other algorithms that are not included in our standards in order for them to do this, but they do not have any conceptual understanding of</p>
3.OA.A.1	<p>Interpret products of whole numbers as the total number of objects in equal groups. Describe a context in which multiplication can be used to</p>	<p>I like that the example is removed and it is more concise.</p>
3.OA.A.1	<p>Interpret products of whole numbers as the total number of objects in equal groups. Describe a context in which multiplication can be used to</p>	<p>Too prescriptive as written with "how to's" especially with Table 2 included.</p>
3.OA.A.2	<p>Interpret quotients of whole numbers by:determining the number of objects in each share when a total number of objects are partitioned into a given number of equal shares. determining the number of shares when the total number of objects and the size of each share is</p>	<p>Written much more clearly, so the examples are not needed.</p>

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Coding	Standard	Comment
3.OA.A.2	Interpret quotients of whole numbers by:determining the number of objects in each share when a total number of objects are partitioned into a given number of equal shares. determining the number of shares when the total number of objects and the size of each share is	-Should capitalize the D's at the beginning of each bullet. -Second bullet has an extra space at the beginning.
3.OA.A.2	Interpret quotients of whole numbers by:determining the number of objects in each share when a total number of objects are partitioned into a given number of equal shares. determining the number of shares when the total number of objects and the size of each share is	The bullet points help clarify.
3.OA.A.2	Interpret quotients of whole numbers by:determining the number of objects in each share when a total number of objects are partitioned into a given number of equal shares. determining the number of shares when the total number of objects and the size of each share is	Excellent changes
3.OA.A.2	Interpret quotients of whole numbers by:determining the number of objects in each share when a total number of objects are partitioned into a given number of equal shares. determining the number of shares when the total number of objects and the size of each share is	Too prescriptive as written with "how to's" especially with Table 2 included.
3.OA.A.3	Use multiplication and division to solve word problems in situations involving equal groups, arrays, and Apply properties of operations as strategies to multiply and divide. This includes use of known facts to solve unknown facts through the application of the commutative, associative, and distributive properties of multiplication. (Students do not need to use the formal terms for these properties.)	To prescriptive as written with "how to's" especially with Table 2 included. Yes, students should use the formal terms. These are not complicated words and we want students to use correct terminology. Also, what about zero property and identity property. Those aren't hard concept and many students enter higher graders where those terms are used and don't know what they mean.
3.OA.B.5		

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Coding	Standard	Comment
3.OA.B.5	Apply properties of operations as strategies to multiply and divide. This includes use of known facts to solve unknown facts through the application of the commutative, associative, and distributive	"Students do not need to use the formal terms for these properties" is excellent. This puts the focus on noticing and applying different patterns/conjectures. The formal name of the properties is not that
3.OA.C.7	Demonstrate understanding of multiplication and division through 100 (limited through 10 x 10) using strategies such as the relationship between multiplication and division or properties of operations.	Do we only want students to understand them, or be fluent. Those are 2 very different ideas. A student can draw a picture of 6 x 7, but not know the answer from memory. I know 3.OA.C.8 talks about fluency, but maybe we need to make sure we want students to show
3.OA.C.7	Demonstrate understanding of multiplication and division through 100 (limited through 10 x 10) using strategies such as the relationship between multiplication and division or properties of operations.	I agree with this standard and think it is very appropriate for 3rd grade; however, I want to emphasize the notion that students are just beginning to learn the basics of multiplication and division. they are still using strategies to solve and understand the concepts. This is
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the	This is too much to ask students to memorize in only one year of instruction. My students struggle just to learn their multiplication facts. Division facts should be done in
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or	I don't see the reasoning to separate this from 3.OA.7. The new 3.OA.7 in which students just demonstrate understanding of multiplication/division through 100 should be taking place in 3.OA.1 and
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.	If you keep the 2016 standards as is for K-2 I recommend moving this to grade 4. Here's why. Third graders are under the gun and stress of MOWR. Third graders must also learn cursive according to the ELA Draft Standards. Third graders must be able to write/spell the top 500 words on a list. And then comes math -- memorize multiplication/division to 100. Ouch!

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Coding	Standard	Comment
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or	This standard seems a little high for third grade. I think that third graders should understand multiplication and be able to make models for the facts. However, I think that they should only be
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.	In 3.OA.C.8 The students are just beginning to learn multiplication and division, and it has not been taught yet in 2nd grade. 2nd graders are taught arrays; however, they are not taught multiplication and division strategies, With that being said, the students are just beginning to learn multiplication and division, so they should no be expected to be also fluent in these areas as well. 4th
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and	Students progressively work from K-2 on fluently knowing addition and subtraction facts, yet they have to learn and become fluent in 3rd grade
3.OA.C.8	Fluently multiply and divide through 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.	Please remove know from memory all division quotients. Division fluency has never been a 3rd grade standard! Our Title 1 students have trouble memorizing the multiplication facts by the end of 3rd grade much less division! More than half do not have their addition and subtraction facts memorized when they leave 2nd grade, so we have to work on
3.OA.D.9	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Limited to problems posed with whole numbers and having	You do realize these are many different types of problem solving. A teacher would need to teach each as individual lessons (plural, not one lesson). Please make sure everyone (not just teachers) realize this is complex and should not all be done in one lesson.

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Coding	Standard	Comment
3.OA.D.9	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order	So are students supposed to solve naked equations with the order of operations when there are 2 operations? Or are they being asked to write a single equation for the 2-step word problem? Because in that case, order of operations doesn't matter since the equation needs to be in the order of the word problem. However, if you are asking students to solve naked equations with 2 different operations in the same
3.OA.D.9	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Limited to problems posed with whole numbers and having	Excellent clarification
3.OA.D.9	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Limited to problems posed with whole numbers and having	Is this developmentally appropriate to "assess reasonableness and estimation strategies in 3rd grade?" Show research to back this up!
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply	I think it is important the the six syllable types be part of the standards.

Coding	Standard	Comment
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate irregularly spelled words.	I commented in the 5th grade standard regarding phonics and repeat the same concern here. These phonics skills should have been mastered by 2nd grade, they are not developmentally appropriate. Furthermore, it was stated that the new standards are "free from embedded pedagogy and instructional practices." Phonics is an instructional practice and as such, should be removed. As a teaching
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply	These foundationl skills are important for reading fluency and comprehension and should remain across all elementary and junior high reading standards.
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate irregularly spelled words.	Six syllable types is a tool, not a standard. Everyone on the rdg committee did not master the six syllable types yet you all read and many of you have a masters degree. What happens is that something like this actually distracts from the reading process of strong and gifted readers. Please be careful about what becomes a standard. It might read, "Recognize and apply all six syllable types when decoding grade
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to	Take out the reference to 6 syllable types. Just say syllable types. There are experts who include a final stable syllable type which includes Cle and tion. Other programs use other ways to teach syllables for example Spalding uses rules. Take out the
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply	d is unclear and dependent on what program a school may use.

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Coding	Standard	Comment
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate	The six syllable types are not correct! What language arts program are these from!? I have NEVER heard of these! Magic "e", r-controlled vowels, and vowel teams are vowel rules, not syllable rules! Students should look for: compound words, prefixes/suffixes, double consonants (rab-bit), open/closed syllables,
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply	Phonics is an important part of the skill-based reading acquisition process to help a student gain decoding skills.
3.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Apply knowledge of the six syllable types to read grade-level words accurately.d. Read grade-level appropriate irregularly spelled words.	These skills should be developed and mastered prior to grade 3. Can you provide language to clarify the need for additional phonics instruction in grades 3-5, do not understand the need as reading acquisition should have occurred by this grade. Furthermore, your draft summary indicates that the ELA standards are "free from embedded pedagogy and
3.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	a. take out purpose and understanding b. read grade-level prose and poetry c. is teaching all purpose tools not needed content. This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the	Do they have to be able to "cite" their evidentce?

Coding	Standard	Comment
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	The removal of recommended texts is a positive change. However, I would prefer to see the percentage of literary and informational text recommendations stay. Prior to the shift to increase the amount of reading students do of informational text, teachers focused on literary text and provided little instruction on informational text. The removal of these recommendations may lead to some teachers reverting back to
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	Same as for literature.
3.RI.2	Determine the main idea of a text- recount and paraphrase the key details and explain how they support the main idea.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.RI.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.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.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.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.6	Distinguish one's own point of view from that of the author of a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the	Do they have to be able to "cite" their evidence?
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	The AzMERIT reading levels were above 3rd grade level. My students said the hardest part was they didn't know a lot of the vocabulary used in the selections. Title 1 students do not have the same background knowledge or schema to draw from
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.	In order to limit the standards to the "what," the phrase "including fables, folk tales, and myths from diverse cultures" should be eliminated. This phrase directs instructional technique, the "how," which should
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	i like the addition of paraphrase.
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	Explain how recount and paraphrase is different.

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Coding	Standard	Comment
3.RL.2	<p>Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would</p>
3.RL.2	<p>Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral</p>	<p>Are they still expected to "cite" evidence?</p>
3.RL.3	<p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would</p>
3.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would</p>

Coding	Standard	Comment
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.RL.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 is too restrictive by requiring the same author. A teacher could have two similar books by different authors, i.e Nate the Great and Cam Jansen. Both are
3.RL.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 should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.
3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not fully functional until early adulthood"
3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace-add visual displays when	Digital storytelling that this standard implies is essential for student success in college and the workplace.
3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace-add visual displays when appropriate to emphasize or enhance certain facts or details.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view.a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion. c. Use linking	I like the clarification with the use of one's point of view.
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view.a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.d. Provide a concluding statement or	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view.a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion. c. Use linking	Has having to cite from the text been dropped from what they'll have to write on the AzMERIT test?

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Coding	Standard	Comment
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking	Do the standards W.1, W.2 and W.3 need to clarify the length the writing pieces should be, for example single or multi-paragraph?
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Include WF standards (Grade-specific expectations for writing types are defined in standards 1-3 above and WF standards)

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Coding	Standard	Comment
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should	Include WF standards (Grade-specific expectations for writing types are defined in standards 1-3 above and WF standards)
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using	I appreciate the inclusion of technology standards as these skills are essential for college and career
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.W.7	Conduct short research projects that build knowledge about a topic.	only one project

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Coding	Standard	Comment
3.W.8	Recall information from experiences or gather information from print and digital sources-take brief notes on sources and sort evidence into provided categories.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	This is not necessary in today's computer-based society. No one uses cursive anymore, and requiring us to teach it will take away time for teaching other subjects such as science and social studies, which I hardly have time to teach as it is. Either that, or it will take away from actual writing instruction on 3.W.1-
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	Cursive writing should be taught at every school. From 3 grade on thru all grades.
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	I strongly agree with teaching students to write and read cursive manuscript. Without this skill they will not be able to read historical documents as well as public notes. If other states and schools include this in their curriculums and AZ does not,
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	I don't agree that cursive should be a standard.
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Our state should NOT mandate cursive. Cursive is a skill that can be taught at home and will not affect or influence student's future. There is essential learning that needs to occur throughout the school day and cursive should not be a priority. It

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Coding	Standard	Comment
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	I am not sure that with the heavy Move on When Reading requirements placed on our third graders we should be including also an expectation for cursive writing. I am unclear on the purpose for
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	As a parent with one child that writes cursive and two that do not, I do not believe that cursive is NOT a critical standard to be taught in 2016. I have volunteered in a 3rd grade classroom at least weekly for each of my 3 children and 3rd grade teachers are hit with an overwhelming load of standards that must be taught. Adding another, of the which the
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	I'm glad to see cursive writing back in third grade!
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Yea!!! Bring back cursive writing!! Handwriting is fundamental to brain development, retention of information, and the creative process all of which are the focus of elementary education. It should continue being reinforced in 4th - 6th gr. Only seeing it in one year will not help students master it. They are
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	This is not an acceptable standard. According to the language of the introduction these standards are meant to "define the knowledge, understanding, and skills that need to be effectively taught and learned for each and every student to be college and workplace ready, the standards are not instructional practices." Cursive is an instructional practice and is not a standard. If it is felt to be necessary for
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	Cursive needs to be taught, but not necessarily mastered.

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Coding	Standard	Comment
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Glad cursive writing is included. Research supports instruction; it provides students another form of communication; it is important to be able to read historical documents; great for kids with reversal issues
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Cursive writing is not a necessary skill and should not be a standard. All students should have practice writing their signature, but print concepts introduced in Kindergarten and supported in subsequent grades is adequate. Students should be able to write a hand written piece that is legible, but not necessarily in cursive. Keyboarding skills are the next important written communication
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	My concern is we will spend so much time teaching cursive that we will lose the gains we've made in the primary grades in reading and writing; if cursive becomes a focus, too little time will remain for instruction involving critical and creative thinking. Perhaps a
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	While I appreciate cursive a lot, I don't see it as a standard. I propose that you remove it and let it be a local control issue as time permits. I'm not convinced that my students in poverty, English Learners, migrant
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	3.WF.1 is less rigorous than 2.WF.1. because in 2nd grade they are expected to write fluently to support composition. Please swap these two
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	It doesn't make sense to drop in a cursive standard in 3rd grade and never refer back to it again just to appeal to public demand for cursive

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Coding	Standard	Comment
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	I believe that this is not a relevant standard to learn in 3rd grade for this day and age. Schools, businesses and companies are moving towards technology based letters, signatures, etc. and I believe that is is more important to learn how to type than
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	If cursive is going to be adopted as one of the standards, I think that it shouldn't just be in third grade. It should be an expectation through the
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	The students are expected to learn and transcribe cursive all in the same year. No other grade level has cursive even mentioned so it seems unfair for the kids to both learn and apply in one year. I also believe that teaching typing seems more appropriate as we are preparing students for a digital future and the
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive	These are skills, not standards and keyboarding would be a better skill to give to our students in the 21st century
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Happy to see that cursive will be taught! Students need to be able to read cursive in order to read primary sources in history. They can choose later what type of handwriting will be their primary writing style as an adult. Knowing cursive will not
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	This is the worst change of the standards. It is a complete abdication of our roles as educational experts. Cursive is an outdated technique that fulfilled its usefulness. Cursive doesn't need to go extinct, however, we shouldn't devote any capital to its instruction in school. It may be an unpopular decision, but we are tasked not with holding with tradition but preparing our students for

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Coding	Standard	Comment
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	How are we supposed to find time in our day for this added standard, plus give them computer time to learn keyboarding, which is another expectation!? Our day isn't any longer, yet more has been added to teach. We struggle to cover everything and students are struggling to achieve! Common Core was "sold" as less standards to cover so we could go more in depth. Our reality is there is just as much AND
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	Research shows writing is important to the learning process but disagree that this has to be demonstrated through cursive. Would prefer to remove this so teachers have the time to focus on literacy development of 3rd grade students to meet their reading potential. In light of MOWR taking time out to focus on cursive
3.WF.1	Demonstrate and apply handwriting skills.a. Read and write cursive letters, upper and lower case.b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	I don't understand the need to add cursive. One of my boys learned cursive, the other two did not. They have not been hampered by their lack of cursive writing. Furthermore, I'd rather my boys focus their limited time on keyboarding, as they use Chromebooks and the computer at home, for almost all of their writing assignments. Learning cursive takes up a lot of time. Cursive writing

Coding	Standard	Comment
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>The graphemes in 3.WF.3a and many of the words in 3.WF.3f are not included in the spelling lessons in our current curriculum adoption (Harcourt). If this is to be the new standard, we will need a new curriculum adoption for spelling.</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>I really like this. It gives lots of focus areas for teaching spelling, and I like the clarification of multi-syllables as the basic syllable types.</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>In 3.WF.3.f -- the same issue occurs as did in Kindergarten. using "spell the 500 most common words in English" implies that everyone must use a specified list -- taking out the or rewriting it will alleviate that issue.</p>

Coding	Standard	Comment
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>What are the 500 most common words in English? This should not imply a specific list of words that must be used. This should read: Spell 500 of the most common words in English...</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>3WF3 f- remove the word "the" 500 most common. It implies a specific 500. It would depend upon the selected word list.</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>Spelling is important...but in context. The introductory sentence could read, "Know and apply spelling conventions and patterns in the context of writing in all subjects across the curriculum with an emphasis in shorter and extended time frames as defined in the standard 3.W.10.</p>

Coding	Standard	Comment
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>To improve our Arizona Standards, please reference RF.3 throughout this section.</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>Go back to the old spelling standard which is generalize learned spelling patterns. Put this information in the glossary. Way too specific. But if you must keep these... Don't put in numbers (500 most often used words) don't use the word include just say spell...etc. Use e.g. to give examples. You are specifying a curriculum or way of teaching. Don't list the syllable types, just say ...combine all basic syllable types.</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>I like F. I would hesitate GREATLY to add such a large section on spelling. Traditionally, spelling was a focus in writing curricula, but it was a gross misappropriation of time and resources. One can be a fabulous writer while not be a great speller. Being a great speller has LITTLE TO NOTHING to do with being a great writer. I understand popular perception dictates that spelling be included, but it should be integrated into a standard about the presentation and clarity of writing.</p>

Coding	Standard	Comment
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>What are the 500 most common words in English? Where is this research-based list? Is this our new spelling program and is the ADE providing this to us?</p>
3.WF.3	<p>Know and apply spelling conventions and patterns.a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).b. Use a dictionary or thesaurus to check spellings of unknown words.c. Identify language of origin for words, as noted in dictionaries.d. Spell singular and plural possessives (e.g., teacher's, teachers').e. Spell regular two-and three-syllable words that:1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent</p>	<p>I think learning phonics in K, 1, and 2 is important but there are so many other important standards in third grade reading language arts, learning irregular spelling patterns is not that crucial when students can use spell check or dictionary.</p>
4.G.A.2	<p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Understand right</p>	<p>How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.</p>
4.G.A.3	<p>Understand a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-</p>	<p>How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.</p>

Coding	Standard	Comment
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).e. Form and use prepositional phrases.f. Produce complete	I like that L.1h has been expanded on to specifically state introduction, supporting details and a conclusion.
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).e. Form and use prepositional phrases.f. Produce complete	This seems redundant. Isn't it already addressed in the Writing Standards?

Coding	Standard	Comment
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).e. Form and use prepositional phrases.f. Produce complete	H is a writing standard and is Writing standards 1-3. Take it out
4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).e. Form and use prepositional phrases.f. Produce complete	Good
4.L.2	Demonstrate command of the conventions of Standard English: Capitalization, punctuation, and spelling when writing.a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text.c.	Good

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Coding	Standard	Comment
4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of	Take out a.
4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.b. Recognize and explain the meaning of common idioms, adages, and	Good
4.L.6	Acquire and accurately use grade-appropriate general, academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
4.MD.C.5	Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays. An angle that	How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to	This should be clarified to up to the millions place.
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	This was the progression. 2nd grade used models and strategies, 3rd used strategies and algorithms (plural), 4th grade used the standard algorithm There are many different
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using a standard	Important word change from "the" to "a".
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	I LOVE the change from "the" to "a." This small change reflects a bigger understanding we are trying to push!
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers using a standard algorithm.	I understand the intention, but this standard is not distinct enough from the third-grade standard which states that students should fluently add and subtract whole numbers. The third-
4.NBT.B.5	Demonstrate understanding of multiplication by multiplying whole numbers up to four digits by a one-digit whole number, and multiplying two two-digit numbers, using a variety of strategies such as the	"...using a variety of strategies..." directs instructional technique, the "how." Should be limited to "Demonstrate understanding of multiplication by ... two two-digit numbers. Illustrate and explain the
4.NBT.B.5	Demonstrate understanding of multiplication by multiplying whole numbers up to four digits by a one-digit whole number, and multiplying two two-digit numbers, using a variety of strategies such as the	I believe that students need to be flexible when working with numbers and teaching them a variety of strategies will increase the pass rate of students because they do not have to be only required to learn one way.
4.NBT.B.5	Demonstrate understanding of multiplication by multiplying whole numbers up to four digits by a one-digit whole number, and multiplying two two-digit numbers, using a variety of strategies such as the	"by using equations, rectangular...." needs to be included in a supporting document if removed from here

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Coding	Standard	Comment
4.NBT.B.6	Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of	Eliminate "using strategies based on ...and division." This directs instructional technique, beyond the "what' of the standard.
4.NBT.B.6	Demonstrate understanding of division by finding whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of	"by using equations, rectangular...." needs to be included in a supporting document if removed from here
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even	Thank you for adding parameters (number range and type) for the fractions.
4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to understand and generate	They need to be able to recognize which fractions are equivalent. How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.
4.NF.A.2	Compare two fractions with different numerators and different denominators by creating common denominators or numerators, and by comparing to a benchmark fraction such as $1/2$. Use number sense of fractions to assess the reasonableness of answers.	How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.

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Coding	Standard	Comment
4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of unit fractions ($1/b$). a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator by recording decompositions using a variety of representations, including equations. Justify decompositions. c. Add and subtract mixed numbers with like denominators by using properties of operations and the	examples need to be included in a supporting document if removed from here
4.NF.C.7	Compare two decimals with tenths and hundredths by reasoning about their size. Use number sense of decimal fractions to assess the reasonableness of answers. Understand that comparisons are valid only when the two decimals	How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.
4.NF.C.7	Compare two decimals with tenths and hundredths by reasoning about their size. Use number sense of decimal fractions to assess the reasonableness of answers. Understand that comparisons are valid only when the two decimals	How is the reasonableness of answers determined?
4.NF.C.7	Compare two decimals with tenths and hundredths by reasoning about their size. Use number sense of decimal fractions to assess the reasonableness of answers. Understand that comparisons are valid only when the two decimals	How is the reasonableness of answers determined?
4.OA.A.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication	Terrific!
4.OA.A.1	Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication	In the Critical Areas section, the Introduction line states there are three critical areas and there are actually four listed.

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Coding	Standard	Comment
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison by using models	Prescriptive examples or "how to's" still remain with Table 2 included.
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a	Is this standard developmentally appropriate and research-based to use "mental computation" and to think algebraically?
4.OA.A.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a	Because there is no other place to do so, I am commenting on 4.OA.A.3.1 here. This standard was removed, but I did not see it added back in. Is this combinatorics standards removed completely? (I only reviewed up through 6th grade.)
4.OA.B.4	Find all factor pairs for a whole number in the range 1–100. Understand that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a	This is a standard within a standard. Can it be separated out?
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b.	I like the focus on the syllable pattern and morphology that this standard contains.
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b. Apply knowledge of the six syllable patterns to read grade level words accurately.c. Use combined knowledge of morphology (e.g., roots	These phonics skills should have been mastered by 2nd grade, they are not developmentally appropriate. Furthermore, it was stated that the new standards are "free from embedded pedagogy and instructional practices." Phonics is an instructional practice and as such, should be removed. As a teaching practice, students in 3rd and higher would receive phonics instruction due

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Coding	Standard	Comment
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b.	Why does it change to "syllable patterns" in fourth grade - instead of syllable types?
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b.	The addition of the 6 syllable types to all grade levels is useful.
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b. Apply knowledge of the six syllable patterns to read grade level words accurately.c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level	Six syllable types is a tool, not a standard. Everyone on the rdg committee did not master the six syllable types yet you all read and many of you have a masters degree. What happens is that something like this actually distracts from the reading process of strong and gifted readers. Please be careful about what becomes a standard. It might read, "Recognize and apply all six syllable types when decoding grade
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b.	Take out six. Programs use various ways of teaching syllables. Say. apply knowledge of syllable patterns.
4.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately.b.	Keep.

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Coding	Standard	Comment
4.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	a. take out purpose and understanding and 4c
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
4.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.2	Determine the main idea of a text and explain how it is supported by	Take out summarize text

Coding	Standard	Comment
4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

Coding	Standard	Comment
4.RI.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
4.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
4.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures, including those that allude	I like that figurative language has been added to this standard. It might be helpful to make a comment linking this standard to L.5 where it lists the types of figurative language

Coding	Standard	Comment
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures, including those that allude to significant characters.	You took out an important element in this standard. Now it reads..including those that allude to significant characters--who are these? Add an e.g. (mythological characters). and add literary to characters...significant literary characters. The point of this standard is for students to notice that meaning is given based on
4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures, including those that allude to significant characters.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.5	Explain the overall structure and major differences between poetry, drama, and prose.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

Coding	Standard	Comment
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not fully functional until early adulthood"

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Coding	Standard	Comment
4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the	take out when appropriate to enhance the development of main ideas or themes

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Coding	Standard	Comment
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.b. Provide reasons that are supported by facts and details.c. Link opinion and reasons using words and phrases (e.g., for instance, in order	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link ideas within	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not
4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.c. Use a variety of	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Add WF standards in the parenthesis.
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should	Add WF standards in the parenthesis

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Coding	Standard	Comment
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;	I appreciate that the page limit for how much students should type has been removed.
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;	This standard is essential for college and career success.
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	You took out a critical element in this standard which gave information about what students should be able to do. A writing task could be a sentence, it could be a paragraph. Providing the length (number of pages) was a specific that should be kept in. Also the idea that it should be accomplished in a single sitting is
4.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach “all-purpose tools” vs needed content. “We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.7	Conduct short research projects that build knowledge through	one project

Coding	Standard	Comment
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 4 Reading standards to literature.b. Apply grade 4 Reading standards to informational texts.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.G.A.1	Understand and describe a coordinate system as perpendicular number lines that intersect at the origin (0 , 0). Identify a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the	"called axes" should remain...later refer to "axis" but don't relate them to the perpendicular number lines
5.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate	My hard copy shows "Write and organize one or more paragraphs, " but it is not showing on here. Also, I am concerned that if it uses the word "or" between "one" and "more," some educators may interpret this as one paragraph is sufficient for a fifth grader.

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Coding	Standard	Comment
5.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate</p>	<p>f. Take this out. This is a writing standards and is address in writing standards 1, 2, and 3.</p>
5.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate</p>	<p>good</p>
5.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the</p>	<p>e. needs to be moved down to the next line</p>

Coding	Standard	Comment
5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the	good
5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Expand, combine, and reduce sentences for meaning, reader/listener interest,	a. teaching a skill and is unclear-eliminate
5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the	good
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figurative language, including similes and metaphors, in context.b. Recognize and explain the meaning of common	good
5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-	Words are clearer.

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Coding	Standard	Comment
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-	No substantive change. This is common core rebranded.
5.MD.B.2.	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use appropriate grade level fraction operations to	Removing examples is not a "refinement." There is no substantive change and the standard remains consistent with 2010
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be	Identical to 2010 common core standard.
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm., cubic in.,	Identical standard remains consistent with common core 2010.
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.b. Understand and use the formulas $V = l \cdot w \cdot h$ and $V = B \cdot h$, where in this case B is the area of the base (B = l	The language of subsection "a." directs instructional technique. In order to limit it to the "what," it should state, "Find the volume of a right rectangular prism with whole-number side lengths." Leave the "how" to the teacher or the school/school district.

Coding	Standard	Comment
5.MD.C.5	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.b. Understand and use the formulas $V = l \cdot w \cdot h$ and $V = B \cdot h$, where in this case B is the area of the base ($B = l$</p>	<p>How do you measure understanding? Recognition can be measured..Point to the triangle (they recognize it is a triangle) but understand what makes it a triangle is tough to measure.</p>
5.MD.C.5	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.b. Understand and use the formulas $V = l \cdot w \cdot h$ and $V = B \cdot h$, where in this case B is the area of the base ($B = l$</p>	<p>Does a 5th grader understand "real-world problem solving and how to link that to everyday work and decision making?" Where is the research to back this up?</p>
5.MD.C.5	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base.b. Understand and use the formulas $V = l \cdot w \cdot h$ and $V = B \cdot h$, where in this case B is the area of the base ($B = l$</p>	<p>Language manipulated to some small degree, but meaning doesn't change. This standard remains unaltered from 2010 common core.</p>

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Coding	Standard	Comment
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it	Good, do not change
5.NBT.A.3	Read, write, and compare decimals to thousandths.a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.b. Compare two decimals to thousandths based on	Removing examples does not make substantive change. This standard is deemed unchanged from 2010.
5.NBT.B.5	Fluently multiply multi-digit whole numbers using a standard algorithm.	Put the following in lowercase letters. NBT.B Perform operations with multi-digit whole numbers and with
5.NBT.B.5	Fluently multiply multi-digit whole numbers using a standard algorithm.	There are many different algorithms...but only one STANDARD
5.NBT.B.5	Fluently multiply multi-digit whole numbers using a standard algorithm.	Substituting "a" for "the" is not substantive change and does not
5.NBT.B.6	Apply and extend understanding of division by finding whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies based on place value, the properties of operations, and/or the relationship	It seems that rectangular arrays were removed, but it is a helpful strategy to keep.
5.NBT.B.6	Apply and extend understanding of division by finding whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies based on place value, the properties of operations, and/or the relationship	I believe rectangular arrays s a good strategy to keep rectangular arrays.
5.NBT.B.6	Apply and extend understanding of division by finding whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies based on place value, the properties of operations, and/or the relationship	good, do not change
5.NBT.B.6	Apply and extend understanding of division by finding whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using a variety of strategies based on place value, the properties of operations, and/or the relationship	What supporting document is referred to here?

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Coding	Standard	Comment
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	good, do not change
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	Prescriptive language or "how to's" still in the standard calling our models and drawings to be used instead of just "what to teach."
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the	Changed from "addition and subtraction" to "operations." This is not a substantive change and the standard is not improved.
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	This comment stands for every standard that follows. The process of changing, revising, rewriting standards involves doing something other than simply removing examples, which is what the SDC has done. The ONLY thing the committee has done. Commenting further is a pointless endeavor....much like the job with which the committee was tasked. A pointless effort.
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations including equations	How is a student going to be measured on "assessing the reasonable of their answers?"
5.NF.A.2	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators by using a variety of representations including equations	Removing examples does not constitute review/revisions. The standard remains unchanged from 2010.
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of	Examples removed. No substantive change. Standard remains unchanged from 2010.

Coding	Standard	Comment
5.NF.B.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and by a fraction.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Use a visual fraction model and create a story context for an equation.b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for an</p>	<p>Examples need to be provided in a supporting document</p>
5.NF.B.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and by a fraction.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. Use a visual fraction model and create a story context for an equation.b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for an</p>	<p>Removing examples does not constitute a revision to the standard. The standard remains unchanged from 2010; common core rebranded.</p>
5.NF.B.5	<p>Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the</p>	<p>Minimal alterations to wording, simply a semantic adjustment. Standard remains substantially unchanged from 2010.</p>
5.NF.B.6	<p>Solve problems in a real-world context involving multiplication of fractions and mixed numbers by using a variety of representations including equations and models.</p>	<p>No substantive change. The standard remains the same as the 2010 standard. It seems unlikely any of the "changes" that follow will in any way move Arizona away from</p>

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Coding	Standard	Comment
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions using a variety of representations including equations and models.a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. Use the relationship between multiplication and division to justify conclusions.b. Interpret division of a whole number	No substantive change. The standard remains a 2010 common core standard.
5.OA.A.1	Use parentheses in numerical expressions, and evaluate	I agree with this only using parenthesis
5.OA.A.1	Use parentheses in numerical expressions, and evaluate	braces and brackets have been removed which is positive.
5.OA.A.1	Use parentheses in numerical expressions, and evaluate	Use parentheses in numerical expressions and evaluate the
5.OA.A.1	Use parentheses in numerical expressions, and evaluate	So 5th grade students will no longer have problems containing brackets
5.OA.A.1	Use parentheses in numerical expressions, and evaluate expressions with this symbol.	This standard was unchanged, as are the vast majority of standards contained within the 5th grade math standards. Any changes found throughout the standards, 5.OA.A.1 through 5.MD.B.2, indicate there was little or no good faith effort to
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Write simple expressions that record calculations with numbers. Interpret numerical expressions without evaluating the expressions.
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions	Examples need to be provided in a supporting document
5.OA.B.3	Generate two numerical patterns using two given rules (i.e. generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting	good, do not change.

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Coding	Standard	Comment
5.OA.B.3	Generate two numerical patterns using two given rules (i.e. generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting	Examples need to be provided in a supporting document
5.OA.B.3	Generate two numerical patterns using two given rules (i.e. generate terms in the resulting sequences). Identify and explain the apparent relationships between corresponding terms. Form ordered pairs consisting	Removing examples does not constitute a good faith effort to make real change in the standards.
5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.b. Apply knowledge of the six syllable patterns to read grade level words accurately.c. Use combined knowledge of morphology to read	Why is my child (who is a 5th grader this year) need additional phonics instruction, when these foundational skills should have been mastered in 2nd grade? I don't believe that explicit teaching of phonics from 3rd grade up is developmentally appropriate. Furthermore, the ADE states that new ELA standards "are free from embedded pedagogy and instructional practices." What is
5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.b. Apply knowledge of the six syllable patterns to read grade level words	This needs a rewrite. In the old standard the students were to use a combined knowledge of... a, b, c, and d. to decode words. How can you used a combined knowledge of morphology? c and d are the same. Greek and Latin affixes and roots are morphology. Take out the word six. That is program (curriculum) specific.
5.RF.3	Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.b. Apply knowledge of the six syllable patterns to read grade level words	Good

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Coding	Standard	Comment
5.RF.4	Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and	a. Take out purpose and understanding. c. eliminate This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a	Just state read and comprehend informational text appropriate to grade 5. Problems for special ed students and English language learner students.
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a	Determine two or more main ideas of a text and explain how they are
5.RI.2		Take out summarize text.
5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are

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Coding	Standard	Comment
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would

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Coding	Standard	Comment
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Simplify to state read and comprehend literature appropriate to grade 5. There needs to be accommodations for special ed and
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon	The way the punctuation of this standard changed makes it less clear that students should be able to summarize the text and is inconsistent with the punctuation of
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how	Punctuate consistent with the other grade levels.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how	for consistency with other grade levels, the standard could include a semicolon and then "summarize the text"
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how	Change to ;summarize the text.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how	In order to be consistent with the other standards this should read ";summarize the text" instead of "and a summary of the text".
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how	In order to match the other grade levels with this standard - - put a semi colon in front of ;summarize the text.
5.RL.2	Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the	I like how this standard was revised to emphasize the focus on overall structure of a text.

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Coding	Standard	Comment
5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the overall work.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth,	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their	Take out on their approaches to similar themes and topics
5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not
5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are

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Coding	Standard	Comment
5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when	Take out when appropriate to enhance the development of main ideas or themes.
5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.b. Provide logically ordered reasons that are supported by facts and details.c. Link opinion and reasons using words, phrases, and	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would
5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.c. Link	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal cortex, a part of the brain that is not

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Coding	Standard	Comment
5.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are unclear. teach "all-purpose tools" vs needed content. "We cannot regulate biology. Young children are simply not wired to engage in the type of critical thinking that the Common Core calls for. That would require a fully developed prefrontal
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	For 5th ELA, can there be more clarification of fluency expectations for typing?
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for	Just state writing through planning, revising, editing, rewriting.
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.	You took out a critical element in this standard which gave information about what students should be able to do. A writing task could be a sentence, it could be a paragraph. Providing the length (number of pages) was a specific that should be kept in. Also the idea that it should be accomplished in a single sitting is
5.W.6	With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others;	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of	One project

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Coding	Standard	Comment
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished	This standard should not be used for one or more of the following reasons: considered developmentally inappropriate, have multiple standards within a standard, are
6.EE.A.1	Write and evaluate numerical expressions involving whole-number	I support the adoption of this standard.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number	Clear, concise and to the point. I support this adoption.
6.EE.A.1	Write and evaluate numerical expressions involving whole-number exponents.	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this
6.EE.A.1	Write and evaluate numerical expressions involving whole-number	No change is appropriate.
6.EE.A.2	Write, read, and evaluate algebraic expressions.a. Write expressions that record operations with numbers and variables.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used to solve mathematical	I support the adoption of this standard.
6.EE.A.2	Write, read, and evaluate algebraic expressions.a. Write expressions that record operations with numbers and variables.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used to solve mathematical	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this and all standards in expressions and equations.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.EE.A.2	Write, read, and evaluate algebraic expressions.a. Write expressions that record operations with numbers and variables.b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used to solve mathematical	The changes are appropriate.
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	I am in support of this adoption.
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	I support the adoption of this standard.
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this and all standards in expressions and equations. This is no change from the common core idea that Diane
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	The deletion of the example is appropriate.
6.EE.A.3	Apply the properties of operations to generate equivalent expressions.	Which properites, please be specific
6.EE.A.4	Identify when two expressions are equivalent.	I support the adoption of this
6.EE.A.4	Identify when two expressions are equivalent.	Clear, concise and to the point. I support this adoption.
6.EE.A.4	Identify when two expressions are equivalent.	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this
6.EE.A.4	Identify when two expressions are equivalent.	The deletion of the example is
6.EE.B.5	Understand solving an equation or inequality as a process of reasoning to find the value(s) which make that equation or inequality true. Use substitution to determine whether a	I support the adoption of this standard.

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Coding	Standard	Comment
6.EE.B.5	Understand solving an equation or inequality as a process of reasoning to find the value(s) which make that equation or inequality true. Use substitution to determine whether a	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this
6.EE.B.5	Understand solving an equation or inequality as a process of reasoning to find the value(s) which make that equation or inequality true. Use substitution to determine whether a	The change in wording clarifies the standard, and the deletion of the example is appropriate.
6.EE.B.6	Use variables to represent numbers and write expressions to solve mathematical problems and problems in a real-world context; understand	I support the adoption of this standard.
6.EE.B.6	Use variables to represent numbers and write expressions to solve mathematical problems and problems in a real-world context; understand that a variable can represent an	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this
6.EE.B.6	Use variables to represent numbers and write expressions to solve mathematical problems and problems in a real-world context; understand	Change in wording appropriate.
6.EE.B.7	Solve mathematical problems and problems in a real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$,	I support the adoption of this standard.
6.EE.B.7	Solve mathematical problems and problems in a real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $p/x = q$ for cases in which p , q	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this
6.EE.B.7	Solve mathematical problems and problems in a real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$,	The addition of wording provides clarification and is appropriate.
6.EE.B.8	Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in a real-world context. Recognize that inequalities have	I support the adoption of this standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.EE.B.8	Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in a real-world context. Recognize that inequalities have	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this and all standards in expressions and
6.EE.B.8	Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in a real-world context. Recognize that inequalities have	The addition of greater than or equal to and less than or equal to is appropriate for the grade level.
6.EE.C.9	Use variables to represent two quantities to solve mathematical problems and problems in a real-world context that change in relationship to one another; write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent	I support the adoption of this standard.
6.EE.C.9	Use variables to represent two quantities to solve mathematical problems and problems in a real-world context that change in relationship to one another; write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent	This standard is developmentally inappropriate for 6th graders as many do not have the basic math skills to go from the concrete to the abstract. We Need to eliminate this and all standards in expressions and equations.
6.EE.C.9	Use variables to represent two quantities to solve mathematical problems and problems in a real-world context that change in relationship to one another; write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent	the change in wording and deletion of the examples is appropriate.
6.G.A.1	Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to	OK as is.
6.G.A.1	Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to	I support the adoption of this standard.

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Coding	Standard	Comment
6.G.A.1	Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to	What other shapes, be specific
6.G.A.1	Find the area of polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in a real-world context.	I like this standard. However, its inclusion of decomposing a polygon into triangles and rectangles contradicts the manner in which the criteria was applied to earlier standards, specifically 3.MD.C.7. I like the inclusion of the
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formula $V = B \cdot h$, where in this case,	To avoid directing instructional techniques, this should read, "Find the volume of a right rectangular prism with fractional side lengths." the "...by packing it with unit cubes.." gets into the "how" which should be left to the teacher/school/school district.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formula $V = B \cdot h$, where in this case,	I support the adoption of this standard.
6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formula $V = B \cdot h$, where in this case,	Where do we find fractional unit cubes to place in these boxes you are referring to
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these	I support this adoption.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.G.A.3	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these	I support the adoption of this standard.
6.G.A.4.	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve	I support this adoption.
6.G.A.4.	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve	I support the adoption of this standard.
6.G.A.4.	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve	Surface is an extremely hard concept for 6th graders. To have to apply it would send them over the edge or do algebra with would be tramatic
6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).b. Use intensive pronouns (e.g., myself, ourselves).c. Recognize and correct inappropriate shifts in pronoun number and person.d. Recognize and correct vague pronouns (i.e., ones	I would like to see gerunds and transitive and intransitive verbs added to the list of grammar concepts at the sixth grade level. Students use them, but don't understand how to use them correctly. It would also be wonderful if the ADE could provide affordable (or free) classes to train educators how to teach grammar. Many teachers are lacking the
6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).b. Use intensive pronouns (e.g., myself, ourselves).c. Recognize and correct inappropriate shifts in pronoun number and person.d. Recognize and correct vague pronouns (i.e., ones	I support the adoption of this standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).b. Use intensive pronouns (e.g., myself, ourselves).c. Recognize and correct inappropriate shifts in pronoun number and person.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous	This comment is directed toward this standard and all that follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include Sandra
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use punctuation (commas, parentheses,	I'm glad these standards are still here. While these skills should be easy and automatic at sixth grade, students continue to make excessive mistakes.
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use punctuation (commas, parentheses,	I support the adoption of this standard.
6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.b. Use correct spelling.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Vary sentence patterns for meaning, reader/listener	I support the adoption of this standard.

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Coding	Standard	Comment
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Vary sentence patterns for meaning, reader/listener interest, and style.b. Maintain consistent style and tone.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c. Consult	I support the adoption of this standard.
6.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c. Consult	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include Sandra Stotsky in this task...which has been completely botched.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., personification) in context.b. Use the relationship between particular words (e.g., cause/effect, part/whole,	This vocabulary used in this standard is makes it very clear which tasks the students must understand.
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., personification) in context.b. Use the relationship between particular words (e.g., cause/effect, part/whole,	I support the adoption of this standard.
6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., personification) in context.b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.c. Distinguish among the connotations (associations) of words with similar	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary	I support the adoption of this standard.
6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary	Clear, concise and to the point. I support this adoption.

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Coding	Standard	Comment
6.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual	I support the adoption of this standard.
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual	I support this adoption.
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual	The change in language and deletion of examples is appropriate.
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual	Take out visual models and just do the algorithm.
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual	There are many different algorithms...but only one STANDARD algorithm.

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Coding	Standard	Comment
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem. (In general, $(a/b) \div (c/d) = ad/bc$)	AZMerit shows what students don't know. It should also show what the less proficient student does know. For example, if a student has a hard time finding a model for $3/4$ divided by $2/3$, can he do the actual steps of dividing fractions? If so, he could be rated Proficient 2. If he can choose the model that goes with it, he can be ranked Prof 1.
6.NS.A.1	Interpret and compute quotients of fractions to solve mathematical problems and problems in a real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem. (In general, $(a/b) \div (c/d) = ad/bc$)	This standard embodies one of the most famous mathematical "don't ask just do it" algorithms of elementary school. The inversion of the second fraction and multiplying continues to mystify most people, and it does not seem as if this standard addresses this situation at all. The original one's example at least highlighted the connection between division and multiplication, and the new one seems to place the
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	Clear, concise and to the point. I support this adoption.
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	I support the adoption of this standard.
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	The language "a standard algorithm" allows for choice in instruction and is
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	There is a disconnect between k-5 and 6-8 standards. In 5th grade, they don't have to use the standard algorithm and then in 6th grade they are expected to fluently apply the standard algorithm Where do we
6.NS.B.2	Fluently divide multi-digit numbers using a standard algorithm.	There are many different algorithms...but only one STANDARD
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a	Clear, concise and to the point. I support this adoption.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a	I support the adoption of this standard.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using a	The phrase "a standard algorithm" allows for flexibility and choice and is

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Coding	Standard	Comment
6.NS.B.4	Understand the greatest common factor, understand the least common multiple, and use the distributive property.a. Find the greatest common factor of two whole numbers less than or equal to 100. b. Find the least common multiple of two whole numbers less than or	I support the adoption of this standard.
6.NS.B.4	Understand the greatest common factor, understand the least common multiple, and use the distributive property.a. Find the greatest common factor of two whole numbers less than or equal to 100. b. Find the least common multiple of two whole numbers less than or	The changes to this standard create clarity and provide a clear outline of each piece of the standard.
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to	I support the adoption of this standard.
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to	Deletion of the example is appropriate.
6.NS.C.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of	I support the adoption of this standard.

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Coding	Standard	Comment
6.NS.C.6	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite.b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of</p>	<p>The deletion of the example is appropriate.</p>
6.NS.C.7	<p>Understand ordering and absolute value of rational numbers.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.c. Understand the absolute value of a rational number as its distance from</p>	<p>I support the adoption of this standard.</p>
6.NS.C.7	<p>Understand ordering and absolute value of rational numbers.a. Interpret statements of inequality as statements about the relative position of two numbers on a number line.b. Write, interpret, and explain statements of order for rational numbers in real-world contexts.c. Understand the absolute value of a rational number as its distance from</p>	<p>The changes made to this standard are appropriate and provide clarification and flexibility.</p>
6.NS.C.8	<p>Solve mathematical problems and problems in a real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to</p>	<p>I support the adoption of this standard.</p>
6.NS.C.8	<p>Solve mathematical problems and problems in a real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to</p>	<p>The change in wording is appropriate.</p>

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Coding	Standard	Comment
6.NS.C.8	Solve mathematical problems and problems in a real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to	Real world application with 4 quadrants is impossible because no one really uses 4 quadrants.
6.RI.1	Cite textual evidence to support analysis of what the text says	I support the adoption of this standard.
6.RI.1	Cite textual evidence to support analysis of what the text says	Clear, concise and to the point. I support this adoption.
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to	I am pleased that this standard is being eliminated. I feel that this standard is already covered in other reading informational text standards, and that the standard as it was written led teachers to focus too
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	I support the adoption of this standard.
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	Clear, concise and to the point. I support this adoption.
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	Needs to remain in the grade level. Students need to know how to use everyday non fiction readings in an academic and everyday setting.
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task

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Coding	Standard	Comment
6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from	I support the adoption of this standard.
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from	Clear, concise and to the point. I support this adoption.
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	I support the adoption of this standard.
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and	Clear, concise and to the point. I support this adoption.

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Coding	Standard	Comment
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	I support the adoption of this standard.
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	Clear, concise and to the point. I support this adoption.
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text	I support the adoption of this standard.
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text	Clear, concise and to the point. I support this adoption.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.6	Determine an author's point of view or purpose in a text and explain how	I support the adoption of this standard.
6.RI.6	Determine an author's point of view or purpose in a text and explain how	Clear, concise and to the point. I support this adoption.
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	I support the adoption of this standard.
6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	Clear, concise and to the point. I support this adoption.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.RI.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.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	I support the adoption of this standard.
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	Clear, concise and to the point. I support this adoption.
6.RI.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.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RI.9	Compare and contrast one author's presentation of	I support the adoption of this standard.
6.RI.9	Compare and contrast one author's presentation of	Clear, concise and to the point. I support this adoption.

Coding	Standard	Comment
6.RI.9	Compare and contrast one author's presentation of events with that of another author.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.1	Cite textual evidence to support analysis of what the text says	I support this adoption.
6.RL.1	Cite textual evidence to support analysis of what the text says	I support the adoption of this standard.
6.RL.1	Cite textual evidence to support analysis of what the text says	Clear, concise and to the point. I support this adoption.
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How much support? This standard does not progress well into 7.RL.1 and 8.RL.1. I think the word "relevant" should be added like it is
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	This was a smart change. The new wording gives teachers more input on the texts selected for their classes.
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I support the adoption of this standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	Clear, concise and to the point. I support this adoption.
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I like the focus on qualitative and quantitative measures.
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	I agree with the change in wording by including qualitative and quantitative measures throughout the grade levels in this standard. It brings attention to using more than
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	I support this adoption.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	I support the adoption of this standard.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	Clear, concise and to the point. I support this adoption.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a	Theme and summary should be in separate standards. Theme is subjective where a summary is not.

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Coding	Standard	Comment
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the	I support this adoption.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the	I support the adoption of this standard.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the	I support this adoption.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a	I support the adoption of this standard.
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a	I support this adoption.

Coding	Standard	Comment
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and	I support the adoption of this standard.
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and	I support this adoption.
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.6	Explain how an author develops the point of view of the narrator or	I support the adoption of this standard.
6.RL.6	Explain how an author develops the point of view of the narrator or	Clear, concise and to the point. I support this adoption.

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Coding	Standard	Comment
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they	I support the adoption of this standard.
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they	Fully support this adoption.
6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.8	(Not applicable to literature)	I support the adoption of this

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Coding	Standard	Comment
6.RL.8	(Not applicable to literature)	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their	I support the adoption of this standard.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their	Clear, concise and to the point. I support this adoption.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Possible re-wording "Understand the concept of a ratio and use RELEVANT language to describe a ratio-relationship between two quantities."
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a	I support the adoption of this standard.
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two	I think the deletion of the example is appropriate and allows for flexibility in instruction.
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	I support the adoption of this standard.

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Coding	Standard	Comment
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	I support this adoption.
6.RP.A.2	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	The clarification of the expectations for complex vs. non-complex fractions is helpful. I think the deletion of the example is
6.RP.A.3	Use ratio and rate reasoning to solve mathematical problems and problems in a real-world context.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.b. Solve unit rate problems including those involving unit pricing and constant speed.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a	I support the adoption of this standard.
6.RP.A.3	Use ratio and rate reasoning to solve mathematical problems and problems in a real-world context.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.b. Solve unit rate problems including those involving unit pricing and constant speed.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a	Clear, concise and to the point. I support this adoption.

Coding	Standard	Comment
6.RP.A.3	Use ratio and rate reasoning to solve mathematical problems and problems in a real-world context.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.b. Solve unit rate problems including those involving unit pricing and constant speed.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a	Wording change helps with clarification.
6.RP.A.3	Use ratio and rate reasoning to solve mathematical problems and problems in a real-world context.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.b. Solve unit rate problems including those involving unit pricing and constant speed.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a	The rewording of "solve mathematical problems and problems in a real-world context" creates consistency across grade levels and allows for flexibility in instruction.
6.RP.A.3	Use ratio and rate reasoning to solve mathematical problems and problems in a real-world context.a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.b. Solve unit rate problems including those involving unit pricing and constant speed.c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a	Let's make sure we are using ratios that 6th graders understand. They do not understand gas mileage.

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Coding	Standard	Comment
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, set specific	I support the adoption of this standard.
6.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, set specific	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include Sandra Stotsky in this task...which has been completely botched.
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally)	I support the adoption of this standard.
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally)	Clear, concise and to the point. I support this adoption.

Coding	Standard	Comment
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and	I support the adoption of this standard.
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or	I support the adoption of this standard.
6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include

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Coding	Standard	Comment
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in	I support the adoption of this standard. This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language	I support the adoption of this standard. This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and	I support the adoption of this standard. Throughout this draft the term "recognized" has been changed to "understand" with the rationale that recognize cannot be measured but understand can...now recognize is used? Be consistent. I do not agree anyway as I think you can measure if someone can recognize something
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers.	
6.SP.A.2	Understand that a set of data collected to answer a statistical question has a distribution which can	I support the adoption of this standard.

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Coding	Standard	Comment
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a variation measurement uses	I support the adoption of this standard.
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a variation measurement uses	Which units of center and spread methods, be specific
6.SP.A.3	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a variation measurement uses a single number to describe the spread of the data set.	Throughout this document the term "recognize" has been replaced with "understand" stating the rationale that understand is measurable and recognize is not. Be consistent. I disagree...you can tell if someone recognizes something but not if they
6.SP.B.4	Display and interpret numerical data in plots on a number line including	I support the adoption of this standard.
6.SP.B.4	Display and interpret numerical data in plots on a number line including	IQR is tough. Easy to figure out, but has little meaning to 6th graders.
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and	Measures of variability should not be taught at 6th grade. They struggle to make real world connections to the concept. I support the adoption of this standard without the measures of variability.
6.SP.B.5	Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and	Not sure if this standard is an appropriate concept for 6th grade students.

Coding	Standard	Comment
6.SP.B.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and 	<p>Mean absolute deviation is nothing that a 6th grader needs to know. They have no idea what it is and why it is useful. It is beyond them in SO many ways. Save it for older grades/classes that focus on stats.</p>
6.SP.B.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and 	<p>Use the same terminology--is it spread or variability; is it center or shape; thanks for taking out range and mode; Median Absolute Deviation is what the real world uses.</p>
6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to clarify the relationships</p>	<p>As a sixth grade teacher, I've seen my students' writing improve so much since these writing standards were first published in 2010. I'm glad they haven't changed too much. It would be wonderful if the ADE offered reasonably priced (or free) training for teachers on how to teach writing. In my experience, so many teachers are uncomfortable teaching</p>
6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and</p>	<p>I support the adoption of this standard.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and	I support this adoption.
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and	This is linked to 6.RI.10. Both need to remain together.
6.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s) and organize the reasons and evidence clearly.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.d. Establish and maintain a formal	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or	I support the adoption of this standard.

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Coding	Standard	Comment
6.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include</p>
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>Again, I'm glad these standards did not change. They are critically important for middle school students who need so much practice supporting their writing with facts and details. By maintain a formal style, I understand that my students should be writing in third person, but I don't know that it is clear particularly for teachers who are uncomfortable teaching writing.</p>
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>I support the adoption of this standard.</p>

Coding	Standard	Comment
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	I support this adoption.
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	Multi-media is not clear, yet formatting and graphics have examples of expectations.

Coding	Standard	Comment
6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include Sandra Stotsky in this task...which has been completely botched. Shame on this Cmte.</p>
6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a</p>	<p>The students love to write narratives, particularly because the majority of their writing at the sixth grade level is fact based. I find that students struggle to be concise. Their narratives tend to go on and on. Students continue to need practice with dialogue. Each of these standards are important.</p>
6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a</p>	<p>I support the adoption of this standard.</p>

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Coding	Standard	Comment
6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a	I support this adoption.
6.W.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include Sandra Stotsky in this task...which has been completely botched.
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I support the adoption of this standard.
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I support this adoption.

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Coding	Standard	Comment
6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for	I support the adoption of this standard.
6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.	Yes, this is so important. We continue to struggle with having enough technology in the classroom to practice this skill. It is difficult to require an entire grade level to publish typed copies of their final drafts. Between DIBELS and the district required Galileo, the computer labs are booked most of the time. Not all students have access to computers at home and
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient	I support the adoption of this standard.

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Coding	Standard	Comment
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.	You took out a critical element in this standard which gave information about what students should be able to do. A writing task could be a sentence, it could be a paragraph. Providing the length (number of pages) was a specific that should be
6.W.6	Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the	I support the adoption of this standard.
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	In the last two years, we have been forced to return to print material for research simply because the access to the computer lab has been so limited. This is frustrating because showing the students how to access digital sources and actually letting them explore are very different. This is a vitally important standard as students enter middle school, but I hope people at the ADE understand

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Coding	Standard	Comment
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while	I support the adoption of this standard. This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 6 Reading standards to	I support the adoption of this standard. This comment is directed toward this standard and all of the standards to follow. This "review and revise" process has been made a mockery by the Standards Review Committee. What little rearranging of words and rephrasing the Cmte did amounts to nothing more than reheated pabulum. It's unfortunate ego and disdain for Arizona kids couldn't have been set aside to even consider CA and MA pre-CCSS, or to include
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 6 Reading standards to literature.b. Apply grade 6 Reading standards to literary nonfiction.	
7.EE.A.2	Rewrite an expression in different forms in a problem context and understand the connection between	I like the like the greater DOK and clarification of expectation. Will they be given a formula sheet?
7.G.B.4	Understand and use the formulas for the area and circumference of a circle to solve problems	They no longer need to "know" the formulas, just understand them...We think they actually need to both

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Coding	Standard	Comment
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Explain the function of phrases and clauses in general and their function in specific sentences.b. Choose among simple, compound, complex, and compound-complex	I like this standard, please adopt.
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use a comma to separate coordinate	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use a comma to separate coordinate	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Use a comma to separate coordinate	I like this standard, please adopt.
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose language that expresses ideas	I think the standards are useful and manageable and an improvement to my classroom learning environment.

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Coding	Standard	Comment
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose language that expresses ideas	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.a. Choose language that expresses ideas	I like this standard, please adopt.
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult general and specialized reference materials	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult general and specialized reference materials	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards

Coding	Standard	Comment
7.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult general and specialized reference materials</p>	I like this standard, please adopt.
7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to</p>	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to</p>	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to</p>	In a., I am happy to see "biblical" replaced with "religious." It makes more sense because it encompasses more and is more inclusive.

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Coding	Standard	Comment
7.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to	I like this standard, please adopt.
7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases-gather vocabulary	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases-gather vocabulary	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases-gather vocabulary	I like this standard, please adopt.
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	I like this standard, please adopt.
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task

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Coding	Standard	Comment
7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	I like this standard, please adopt.
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the	I like this standard, please adopt.
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how	I like this standard, please adopt.
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	I like this standard, please adopt.
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these

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Coding	Standard	Comment
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the	I like this standard, please adopt.
7.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or	I like this standard, please adopt.
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how	I like this standard, please adopt.
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	I like this standard, please adopt.
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these

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Coding	Standard	Comment
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or	I like this standard, please adopt.
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How much "several"? This standard does not progress well from 6.RL.1 and to 8.RL.1. I think the word "relevant" should be added like it is
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as	I like this standard, please adopt.
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text	I like this standard, please adopt.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.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.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide	I like this standard, please adopt.

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Coding	Standard	Comment
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how	I like this standard, please adopt.
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other	I like the addition of the s on the end of word choices. That helps to clarify the standard.
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other	I like this standard, please adopt.
7.RL.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.5	Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.5	Analyze the structure of a text, including how a drama or poem's	I like this standard, please adopt.
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a	I think the standards are useful and manageable and an improvement to my classroom learning environment.

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Coding	Standard	Comment
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.6	Analyze how an author develops and contrasts the points of view of	I like this standard, please adopt.
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of	I like this standard, please adopt.
7.RL.8	(Not applicable to literature)	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.8	(Not applicable to literature)	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.8	(Not applicable to literature)	I like this standard, please adopt.
7.RL.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	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.RL.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	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.RL.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	I like this standard, please adopt.

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Coding	Standard	Comment
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.

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Coding	Standard	Comment
7.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions, track progress toward specific goals and	I like this standard, please adopt.
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally)	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally)	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally)	I like this standard, please adopt.
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the	I like this standard, please adopt.
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and	I think the standards are useful and manageable and an improvement to my classroom learning environment.

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Coding	Standard	Comment
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and	I like this standard, please adopt.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and	I like this standard, please adopt.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language	I like this standard, please adopt.
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a	I like the clarification
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring.	This standard should stay in the 8th grade with the other probability standards. This standard does not fit with the statistics and doesn't allow for in depth probability exploration when separated from the rest of the

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given	This standard should stay in the 8th grade with the other probability standards. This standard does not fit with the statistics and doesn't allow for in depth probability exploration when separated from the rest of the
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.a. Develop a uniform probability model by assigning equal	This standard should stay in the 8th grade with the other probability standards. This standard does not fit with the statistics and doesn't allow for in depth probability exploration when separated from the rest of the probability standards in the 8th grade.
7.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to	Sample
7.W.1	Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to	I think the standards are useful and manageable and an improvement to my classroom learning environment.

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Coding	Standard	Comment
7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards</p>
7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, and clauses to</p>	<p>I like this standard, please adopt.</p>
7.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment.</p>
7.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these</p>
7.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>I like this standard, please adopt.</p>

Coding	Standard	Comment
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b.</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment.</p>
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment.</p> <p>I support the adoption of these standards</p>

Coding	Standard	Comment
7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</p>	I like this standard, please adopt.
7.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases,</p>	I think the standards are useful and manageable and an improvement to my classroom learning environment.

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Coding	Standard	Comment
7.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases,</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards</p>
7.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.c. Use a variety of transition words, phrases,</p>	<p>I like this standard, please adopt.</p>
7.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Sample</p>
7.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment.</p>
7.W.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these</p>

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Coding	Standard	Comment
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	I'm very disappointed at the removal of functional writing. It seems as if students with varying degrees of disabilities are being forgotten at every step of the standards process when they should be included. This is one area where they could work at GRADE LEVEL with their PEERS to work on letters, resumes, recipes, maps, etc. At my prior school, my functional class and an honors class wrote penpal letters to each other.
7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I like this standard, please adopt.
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	I like this standard, please adopt.
7.W.6	Use technology, including the internet, to produce and publish writing and link to and cite sources	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.W.6	Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.W.6	Use technology, including the internet, to produce and publish writing and link to and cite sources	I like this standard, please adopt.

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Coding	Standard	Comment
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating	I like this standard, please adopt.
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these standards
7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or	I like this standard, please adopt.
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 7 Reading standards to	I think the standards are useful and manageable and an improvement to my classroom learning environment.
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 7 Reading standards to	I think the standards are useful and manageable and an improvement to my classroom learning environment. I support the adoption of these
7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.a. Apply grade 7 Reading standards to	I like this standard, please adopt.
8.EE.A.1	Understand and apply the properties of integer exponents to generate	Where is the progressions document please?

Coding	Standard	Comment
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares	Adding rewriting non-perfect squares and cubes will add at least a week of teaching time we do not have since nothing was removed from the standards.
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares	I like the limits on root values.
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares	I would just like some clarity. Does "rewrite non-perfect squares and cubes" mean to simplify radicals?
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares in equivalent form.b. Evaluate cube roots of perfect cubes less than or	This is an important numeracy skill that needs to extend to the high school standards or it needs to be explicitly stated that working with square root and cube root values is securely held knowledge. Something to consider, at what level are students expected to combine irrational numbers (add, subtract,
8.EE.A.2	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number.a. Evaluate square roots of perfect squares less than or equal to 225, and rewrite non-perfect squares	Does "equivalent form" mean simplified or an estimate?

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Coding	Standard	Comment
8.EE.A.4	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities. Interpret scientific notation that has been generated by	This is another skill that should extend into high school. I don't think it is mentioned in the high school standards, but it comes up in upper level math classes. Students have issues with interpreting scientific numbers reported to them using technical devices. Might be something to mention in the high
8.EE.C.7	Solve linear equations and inequalities in one variable.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or	Will student's be required to graph linear inequalities as well? Adding inequalities to our standards will require more teaching time we simply do not have! If you are going to add concepts some need to be removed!
8.EE.C.7	Solve linear equations and inequalities in one variable.a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or	Accept
8.EE.C.8	Analyze and solve pairs of simultaneous linear equations.a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the	https://twitter.com/azedschools/status/764269072376819712 On Aug 12, ADE Tweeted an example where systems of 3 linear equations are part of this standard. Looking at Algebra 1, Algebra 2, and 8th grade, I am not sure where systems of three equations belong. 8th grade is specifically stating pairs of equations. Are systems of three equations disappearing from the
8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task

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Coding	Standard	Comment
8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	How much citations? In 7th we see the word "several". This standard does not progress well from 6.RL.1 and 7.RL.1. I think the word "relevant" should be added like it is in the writing standard. Isn't that
8.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	appreciate that religious works replaced Bible
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	Appreciate taking out the word Bible in this standard.
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	I appreciate that the explicit text suggestion of "including the Bible" was removed and replaced with a more global approach of "religious
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	I appreciate and recognize the edits made to this standard.
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	Thank you for taking out Bible and putting in religious works.
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	We recognize and appreciate that the example of the Bible was taken out. Some could have misinterpreted that as a book that must be studied and
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material	I appreciate the wording in this standard. It doesn't negate the contribution of religious works to our society, but it also doesn't express a singular religious work to be taught
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	I appreciate and recognize that religious works are referenced here instead of one particular book. Thank you for recognizing the need for

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	I feel like the change in this standard from a reference to one particular religious work to the more general phrasing "religious works" was an important change. This allows for the views of various cultures to be
8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works,	I appreciate the change from "bible" to 'religious works". It speaks to the diversity in AZ
8.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines,	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.
8.SP.B.1	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.a. Understand that the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.b. Represent sample spaces for compound events using methods	Why is this being added? We don't have time to teach the standards we have currently and this doesn't even fit in with anything that we already teach. This should remain in 7th grade.

Coding	Standard	Comment
8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	As a SpEd teacher, I'm very disappointed at the lack of inclusion of the functional writing standards in any of the ELA standards. Students enjoy being able to task analyze their favorite recipes and make them in class, write an email to their favorite teacher, or send one to their mom. Students work with their grade level peers, on the same tasks, enabling them to work on assignments
9-10.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g.,	Section A: does not need the parenthetical Section B: the parts of speech should be present in the example to clarify what it is asking, i.e. analyze-v, analysis-n, analytical-adj; also, the word morpheme should be used for clarity's sake Section C: teacher should have discretion of whether to teach print or digital references, not be required to instruct in both Section D: this section seems unnecessary, given its resemblance to section A
9-10.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
9-10.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range	I like that is now involves a qualitative and quantitative measure, rather than just referring the the CCR text complexity band
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined	revise to read more like 11-12.RI.2 so the part about an objective summary is blended with the standard, rather than separated.
9-10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	If the text is fiction this standard would not apply because it is not real.

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Coding	Standard	Comment
9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related	I like that specific documents are no longer referenced and that is was broadened to include both seminal
9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related	Students might need that cursive skill in order to read those seminal / primary documents.
9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text	Thank you for removing the e.g.
9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by	Include the third dimension of text complexity. Change to.....in a text complexity range determined by qualitative measures, quantitative measures, and reader and task
9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text	I like that is now involves a qualitative and quantitative measure, rather than just referring the the CCR text complexity band
9-10.RL.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.	"Provide an objective summary of the text" shows up in 4th grade as "summarize the text". It makes sense the way it's worded in 3rd grade with "explain how it [central message] is conveyed through key details."Perhaps if it was reworded to integrate the task of providing a summary, that way teachers know the skill is related to being able to show the development of theme, rather than the way it is now, it
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	The revision was appropriate.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I appreciate the removal of specific curricular choices.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	Appreciate taking out world literature focus.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I appreciate the removal of specific phrasing that dictated curricular choices.

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Coding	Standard	Comment
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I like that it is not a World Lit. focus.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I appreciate the removal of specific curricular materials.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	This wording is also an improvement. It allows for more choice to be taken at the district and school level when choosing a variety of texts. In the past, it made it seem that teachers must choose literature from outside the U.S. and if they didn't, they
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I like the removal of the world literature focus.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	Omitting "world literature" enables more local control over decisions that will help specific student populations
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I appreciate the removal of "from outside the United States" in this standard.
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a	I like the change of focus away from "World Literature" as in 2010 standards. This allows for more local
9-10.RL.6	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	This is an excellent change that broadens district/school/teacher choices--as long as "a variety of literary texts" includes texts written in other countries, by other
9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including	What do you mean by treatment? Be more specific and to the point. Treatment is too vague.
9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including	I appreciate the removal of the example. The standard stands out more.
9-10.RL.9	Analyze how an author draws on and transforms source material in a	Source material is not always included or applicable to the
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.	I appreciate the rewording that allows for schools and districts to choose what their students read rather than dictating a world
9-10.RL.9	Analyze how an author draws on and transforms source material in a	I appreciate the removal of the example in this standard.

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Coding	Standard	Comment
9-10.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’s ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and assess students on.</p>	<p>Regarding SL. 1 C. Found this standard difficult to measure and</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
9-10.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’s ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and</p>	<p>The word "diverse" should either be eliminated or reworded with "a variety of" or "different."</p> <p>Also, the standards shouldn't dictate grouping. That is an instructional decision that should be made by the teacher.</p>
9-10.SL.5	<p>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>The use of digital media should be up to the discretion of the teacher, not a requirement of the state. Students receive enough digital exposure in the world, if a teacher wants to have a digital-free classroom, she should</p>
9-10.W.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>By what time frame should we measure this? By time they spend in school or at home writing?</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>2e. I like the removal of "objective" and including "appropriate"</p>
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>e. like the change from objective to appropriate</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>9-10.W.2e the change from "objective tone" to "appropriate tone" is a good change.</p>
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>e. I appreciate the change of the word "objective" to "appropriate"</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>In 2e the change from objective to appropriate was necessary.</p>
9-10.W.2	<p>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.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.c. Use appropriate and varied transitions to link the major sections</p>	<p>Changing the wording of "objective tone" in the 2010 draft to "appropriate tone" allows for the writer's choice in the piece. In other words, it allows for the writer to choose the best tone for the piece.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
9-10.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link	Appreciate the use of technology and the progress we are making as teachers.
9-10.W.6	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link	why name the internet here? Either give a more comprehensive list or don't name anything at all.
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	This standard should be broken down into a, b, c just as W 1-3 were broken down. These are very different skills and require teachers to break down this standard into categories. It would also be advisable to add a technology component to this as the multiple sources referenced will frequently be found
A1.A-APR.A.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, multiplication, and division, and identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Common Core
A1.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Common Core
A1.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	like that the standard is clear as to what level the students need to know Add? Know the fundamental theorem of algebra, namely that If f is a polynomial of degree n then f will have exactly n zeroes, some of which may repeat.
A1.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. Focus on quadratic and cubic polynomials in which linear and quadratic factors are available.	I think that the fundamental theorem of algebra should be stated either in alg 1 or alg 2. Waiting till the plus standards is too late. However, I

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Coding	Standard	Comment
A1.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context.	Common Core
A1.A-CED.A.2	Create equations in two or more variables to represent relationships between quantities; graph equations	Common Core
A1.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-	Common Core
A1.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-	There needs to be a lot more time allocated to solving and graphing linear inequalities before this can be successful for students.
A1.A-CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	It is not clear how many equations or inequalities should be in the system. In grade 8 pairs are stated and here is is open to interpretation. Please be clear. Provide some content limits
A1.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same	Common Core
A1.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Remove this standard. No one rearranges a formula before using one in the real world. People plug in the information they have and solve for what they do not have. Student's time would be better spent solving equations with various missing Remove the comma? Reword? Rearrange formulas to highlight a variable of interest. What is the purpose of saying that students are using the same reasoning as in solving equations? Do you mean that students are to explain their reasoning? Isn't that
A1.A-CED.A.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Do you mean that students are to explain their reasoning? Isn't that
A1.A-REI.A.1	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable	Common Core

Coding	Standard	Comment
A1.A-REI.B.3	Solve linear equations and inequalities in one variable, including	Common Core
A1.A-REI.B.4	Solve quadratic equations in one variable.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic	Common Core
A1.A-REI.B.4	Solve quadratic equations in one variable.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic	Does this mean Algebra I is only responsible for completing the square when a is 1?
A1.A-REI.B.4	Solve quadratic equations in one variable.a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic	Do not use the method of completing the square! Give them the quadratic formula after they used $-b/2x$. Once the students have mastered the quadratic formula then show them how it is linked to the line of symmetry formula. Students need to be comfortable with a formula before they can explore the whys and whats behind the formula.
A1.A-REI.C.5	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other	Common Core
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include	Common Core

Coding	Standard	Comment
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.

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Coding	Standard	Comment
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.C.6	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. Include problem solving opportunities utilizing real-world context.	What just with graphs? Can't students solve approximately using tables? When I look at this standard I want to limit algebra 1 to just systems of two equations but is is still not clear and then I wonder where systems of three equations go.
A1.A-REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the	Common Core
A1.A-REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately using technology to graph the functions,	Common Core
A1.A-REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear	Common Core
A1.A-REI.D.12	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear	Not clear to the number of equations in the system.
A1.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and	Common Core
A1.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and	I am a little unclear as to what this standard is referring to.

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Coding	Standard	Comment
A1.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.a. Interpret parts of an expression, such as terms, factors, and	What do you mean by complicated? If this word is used here, it needs to be defined. Do you mean to say expressions with more than 3 parts?
A1.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. Focus on numerical expressions, such as recognizing $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the form $(53+47)(53-$	Common Core
A1.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. Focus on numerical expressions, such as recognizing $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the form $(53+47)(53-$	you are mixing numeric expressions and algebraic expressions in this standard. Maybe the numeric expressions should be in the domain of Number and then include the structure of irrational numbers and
A1.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.a. Factor a quadratic expression to reveal the zeros of the function it defines.b. Complete the square in a quadratic expression to reveal the	Common Core
A1.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.a. Factor a quadratic expression to reveal the zeros of the function it defines.b. Complete the square in a quadratic expression to reveal the	Remove part b. They can use the formula to find the min/max. They do not have to complete the square. Spend more time on part a. using the quadratic equation to find zeros and then use the zeros to set graph and up factors, Use the zeros to answers real world problems and why one of
A1.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.a. Factor a quadratic expression to reveal the zeros of the function it defines.b. Complete the square in a quadratic expression to reveal the	Suggested Rewording: Use the properties of exponents to write equivalent exponential functions expressions with integer exponents.

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Coding	Standard	Comment
A1.F-BF.A.1	Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context. Focus on linear, absolute value,	Still Common core
A1.F-BF.A.1	Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context. Focus on linear, absolute value,	The relationship between the quantities is not clear.
A1.F-BF.A.1	Write a function that describes a relationship between two quantities. Determine an explicit expression, a recursive process, or steps for calculation from a context. Focus on linear, absolute value,	Detailed explanation on what the difference is between a explicit expression and a recursive process.
A1.F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Focus on	Still Common core
A1.F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Focus on	$f(k \cdot x)$ is a very subtle transformation and difficult to see for even functions. Maybe this transformation should be moved to algebra 2. Students might better understand it after working with function compositions and having good procedural fluency with polynomial
A1.F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its	Still Common core

Coding	Standard	Comment
A1.F-IF.A.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The	I think this is going to promote only calculations. This should talk more about a relationship in which two quantities that vary simultaneously such that one quantity uniquely determines another quantity. I think that this will allow students to be able to conceptualize the idea of a
A1.F-IF.A.2	Use function notations, evaluate functions for inputs in their domains, and interpret statements that use	Still Common core
A1.F-IF.A.3	Recognize that sequences are functions, sometimes defined	Still Common core
A1.F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	I'd recommend clarification as exponential and logarithmic functions can be defined recursively while linear and polynomial functions being defined recursively is not always
A1.F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	Sequences need more context. Please explain how recursive sequences would fit into function interpretations. Is there a standard in
A1.F-IF.A.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	There needs to be a little more here. This is the first formal introduction to sequences. Either more support needs to be given as to what to teach students here or more scaffolding needs to be given to teachers in the standards. This standard is almost
A1.F-IF.B.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is	Still Common core

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Coding	Standard	Comment
	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	
A1.F-IF.B.4	Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is	Why include problem solving solving opportunities in this standard. There are other standards that will use this skill that are "real world". Reading this standard is awkward.
A1.F-IF.B.5	Relate the domain of a function to its graph and, where applicable, to the	Still Common core
	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
A1.F-IF.B.6	Include problem-solving opportunities utilizing real-world	Still Common core
A1.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Functions include	I think square root and cube root still need to be included here. Important foundational knowledge for geometry.
A1.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Functions include	Still Common core
A1.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Functions include	is end behavior a key feature? This comment is also for A1.F-IF.B.4
A1.F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.a. Use the process of factoring and completing the square in a quadratic function to	Still Common core

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Coding	Standard	Comment
A1.F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Once again, get rid of completing the square. Students do not have to use completing the square to show zeros, symmetry, max/min, or interpret a graph. Students are better off spending more time with less formulas so they really understand and use those formulas with ease. That way when they get to Algebra 2 they remember the formulas from
A1.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).Focus on linear,	I think square root and cube root still need to be included here. Important foundational knowledge for geometry.
A1.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).Focus on linear,	Still Common core
A1.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).Focus on linear, absolute value, quadratic, exponential with integer exponents and piecewise-defined functions. (limited to the aforementioned functions)	Get rid of this standard all together or completely re-work how it is taught and tested. The only reason it is a standard is because Arizona was going to give the PARCC test and this was on it. This is a standard, that when teachers run out of time they do not teach. Teachers figure the students can figure it out from what they know already about the different
A1.F-LE.A.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.b. Recognize situations in which one quantity	Still Common core

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
A1.F-LE.A.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.b. Recognize situations in which one quantity	I would say that linear equations have a constant rate of change of y with respect to x . This means that $dy/dx=k$ where k is constant. This definition can be more useful. Likewise, exponential functions are growing by a constant factor such that $f(x+1)/f(x)=k$ where k is constant.
A1.F-LE.A.2	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, Observe, using graphs and tables, that a quantity increasing	Still Common core
A1.F-LE.A.3	exponentially eventually exceeds a	Still Common core
A1.F-LE.B.5	Interpret the parameters in a linear or exponential function with integer	Still Common core
A1.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	Common Core
A1.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	"Use units as a way to understand problems and to guide the solution of multi-step problems" what is meant by "guide" solution?
A1.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities	Common Core
A1.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	Common Core
A1.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	How is this different from the A2?
A1.N-RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and	We touch on this at the beginning of the year then the students never see it again until Algebra 2 when they cover irrational numbers. Should be

Coding	Standard	Comment
A1.N-RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	There is a need to state when students should add, subtract, multiply, divide irrational numbers in exact form. I think this standard implies that I need to sum and multiply irrational numbers, but the measurable concept is whether the results are real or irrational. A student can understand this concept and have no skill abilities when it comes to actually manipulating
A1.N-RN.B.3	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	The way the standards for high school were mapped to a course such as Algebra I, Geometry, etc. is a significant improvement in providing clarity for which standards are expected to be mastered by students in these courses. Thank you for
A1.S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of	This standard should stay in Algebra 2 with the other probability standards. This standard does not allow for in depth probability exploration when separated from the
A1.S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions,	Still Common core
A1.S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions,	Unnecessary in algebra I
A1.S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions,	teaching subsets and sample space is not a small concept, given the number of standards in Algebra I, I believe these standards should
A1.S-CP.A.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what

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Coding	Standard	Comment
A1.S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if	This standard should stay in Algebra 2 with the other probability standards. This standard does not allow for in depth probability exploration when separated from the
A1.S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use	Still Common core
A1.S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use	Unnecessary in algebra I
A1.S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use	Teaching conditional probability and rules for independent events is a large concept, given the number of standards in Algebra I, I believe
A1.S-CP.A.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what
A1.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots), for the purpose of	Still Common core
A1.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots), for the purpose of comparing statistics between two or more data sets.	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what
A1.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard	Still Common core
A1.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
A1.S-ID.A.2	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard	Does this include students being able to calculate the standard deviation from data sets?
A1.S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets (dot plots, histograms, and box plots), accounting for	Still Common core
A1.S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets (dot plots, histograms, and box plots), accounting for possible effects of extreme data points (outliers).	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what
A1.S-ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets (dot plots, histograms, and box plots), accounting for	Are students expected to calculate statistical measures? Which ones?
A1.S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional	Still Common core
A1.S-ID.B.5	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what
A1.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Still Common core
A1.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
A1.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Define how much residual knowledge should be known.
A1.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Part B: Is this going to be done with statistical software? Also I feel that analyzing residuals should be moved out of Algebra 1 standards.
A1.S-ID.B.6	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related.a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	How appropriate is analyzing and plotting residuals for freshmen? This seems like a higher math level standard.
A1.S-ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of	Still Common core
A1.S-ID.C.8	Compute and interpret the correlation coefficient of a linear fit.	Still Common core
A1.S-ID.C.8	Compute and interpret the correlation coefficient of a linear fit.	Is the computation done with the use of calculators or statistical software?
A1.S-ID.C.9	Distinguish between correlation and	Still Common core
A1.S-ID.C.9	Distinguish between correlation and causation.	Only here because it is on some state test. Does not fit with any of the other Algebra standards. We should not be teaching to some test the state decides students should be able to pass. We should be teaching what
A2.A-APR.B.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on	This is still common core standard.
A2.A-APR.B.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $(x - a)$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of	This is very unclear. It seems to be very strangely worded. It is talking about the Remainder Theorem and talking about factors of the polynomial, or zeroes of the function.
A2.A-APR.B.2	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on	I find this standard to be appropriate for algebra 2 students. Division with polynomials should be owned at this

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
A2.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	This is still common core standard.
A2.A-APR.B.3	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Need to clarify if we are looking only at real zeros or complex zeros. Can we name the Fundamental theorem of algebra here?
A2.A-APR.C.4	Prove polynomial identities and use them to describe numerical	This is still common core standard.
A2.A-APR.D.6	Rewrite rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the	This is still common core standard.
A2.A-CED.A.1	Create equations and inequalities in one variable and use them to solve problems. Include problem-solving opportunities utilizing real-world context. Focus on equations and inequalities	This is still common core standard.
A2.A-REI.A.1	Explain each step in solving an equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution	This is still common core standard.
A2.A-REI.A.2	Solve rational and radical equations in one variable and give examples	This is still common core standard.
A2.A-REI.B.4	Solve quadratic equations in one variable. b. Solve quadratic equations by inspection taking square roots, completing the square, the quadratic formula and factoring, as appropriate	This is still common core standard.
A2.A-REI.B.4	Solve quadratic equations in one variable. b. Solve quadratic equations by inspection taking square roots, completing the square, the quadratic formula and factoring, as appropriate	This standard seems to best fit in algebra 1 where there is more emphasis on one-variable equations.

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Coding	Standard	Comment
A2.A-REI.C.7	Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and	This is still common core standard.
A2.A-REI.C.7	Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	Comparing algebra 1 to algebra 2, systems of three equations seems to be missing and yet ADE tweeted and example showing a system of three equations as an 8th grade example. https://twitter.com/azedschools/stat
A2.A-REI.D.11	Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x) =g(x)$; find the solutions approximately using technology to graph the functions, tables of values, or successive approximations. Include problem solving opportunities utilizing real-	This is still common core standard.
A2.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. Extend polynomial expressions to multivariable expressions. Focus on rational or exponential expressions	This is still common core standard.
A2.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. Extend polynomial expressions to multivariable expressions. Focus on rational or exponential expressions	I agree with this standard. Fits algebra 2 curriculum and helps students expand their knowledge of expressions.
A2.A-SSE.A.2	Use the structure of an expression to identify ways to rewrite it. Extend polynomial expressions to multivariable expressions. Focus on rational or exponential expressions seeing that $(x^2 + 4)/(x^2 + 3)$ as (Please use correct mathematical notation when providing examples of division and/or fractions. There are many software or typesetting options in which to include proper notation such as MathType. It is important to
A2.A-SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Include problem solving opportunities utilizing real-world context and focus	This is still common core standard.
A2.A-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the	This is still common core standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
A2.A-SSE.B.4	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.	What about sums of arithmetic sequences? Are students expected to use sigma notation?
A2.F-BF.A.1	Write a function that describes a relationship between two quantities. Extend from linear, quadratic and exponential with integer exponents to include polynomial, radical, logarithmic, rational, piecewise-defined, sine, cosine, and exponential functions with real exponents.	
A2.F-BF.A.1	Include problem-solving	This is still common core standard.
A2.F-BF.A.2	Write arithmetic and geometric sequences both recursively and explicitly. Use arithmetic and geometric sequences to model	This is still common core standard.
A2.F-BF.A.2	Write arithmetic and geometric sequences both recursively and explicitly. Use arithmetic and geometric sequences to model	What about sequences that are not arithmetic or geometric? Are those sequences only dealt with in the plus standards?
A2.F-BF.B.3	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x+k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic	This is still common core standard.
A2.F-BF.B.4	Find inverse functions.a. Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, recognizing that functions f and g are inverse functions if and only if $f(x)=y$ and $g(y)=x$ for all values of x in the domain of f and all values of y in the	This is still common core standard.

Coding	Standard	Comment
A2.F-BF.B.4	<p>Find inverse functions.a. Understand that an inverse function can be obtained by expressing the dependent variable of one function as the independent variable of another, recognizing that functions f and g are inverse functions if and only if $f(x)=y$ and $g(y)=x$ for all values of x in the domain of f and all values of y in the</p>	<p>Appreciate the additional language and clarification</p>
A2.F-IF.B.4	<p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Include problem-solving opportunities utilizing real-world context. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, negative; relative maximums and</p>	<p>This is still common core standard.</p>
A2.F-IF.B.6	<p>Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.</p>	<p>This is still common core standard.</p>
A2.F-IF.B.6	<p>Extend from linear, quadratic and Calculate and interpret the average rate of change of a continuous function (presented symbolically or as a table) on a closed interval. Estimate the rate of change from a graph. Include problem-solving opportunities utilizing real-world context.</p>	<p>instead of continuous function, maybe consider a continuous interval.</p>

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Coding	Standard	Comment
A2.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. Functions include square root, cube root, polynomial,	This is still common core standard.
A2.F-IF.C.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential	This is still common core standard.
A2.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions.). Extend from linear, quadratic and exponential with integer exponents	This is still common core standard.
A2.F-LE.A.4	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and	This is still common core standard.
A2.F-LE.B.5	Interpret the parameters in an exponential function with real	This is still common core standard.
A2.F-LE.B.5	Interpret the parameters in an exponential function with real	Is this skill also stated in A2.F-IF.C.8 ?
A2.F-TF.A.1	Understand radian measure of an angle as the length of the arc on any circle subtended by the angle,	This is still common core standard.
A2.F-TF.A.1	Understand radian measure of an angle as the length of the arc on any circle subtended by the angle,	Geometry standard?
A2.F-TF.A.1	Understand radian measure of an angle as the length of the arc on any circle subtended by the angle, measured in units of the circle's radius.	How do you test this understanding? What are students suppose to be able to do with their understanding. This statement needs a little clarification so teachers know what
A2.F-TF.A.2	Explain how the unit circle in the coordinate plane enables the extension of sine and cosine functions to all real numbers,	This is still common core standard.
A2.F-TF.A.2	Explain how the unit circle in the coordinate plane enables the extension of sine and cosine functions to all real numbers,	Why not have the students show that they can visually identify the location of both sine and cosine. This is more general and produces more meaning.

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Coding	Standard	Comment
A2.F-TF.A.2	Explain how the unit circle in the coordinate plane enables the extension of sine and cosine functions to all real numbers,	Measurability if this standard is initially unclear. Students are to explain. Once they can explain, what are they supposed to do with their
A2.F-TF.B.5	Create and interpret trigonometric functions that model periodic phenomena with specified amplitude,	This is still common core standard.
A2.F-TF.B.5	Create and interpret trigonometric functions that model periodic phenomena with specified amplitude,	These Items will be covered in Trigonometry, and should not be covered in Algebra 2
A2.F-TF.C.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given	This is still common core standard.
A2.F-TF.C.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the	This should be moved to a fourth year mathematics course. It is my opinion that not every student in Arizona can be successful with this
A2.F-TF.C.8	Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	This should be moved to the plus standards. Not all students in the state of AZ will understand this type of proof at the level it deserves. Finding the sine, cosine, tangent, etc of angles in unit circle doesn't require this identity. Keep the skill but move
A2.N-CN.A.1	Apply the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex	This is still common core standard.
A2.N-CN.C.7	Solve quadratic equations with real coefficients that have complex	This is still common core standard.
A2.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.	This is still common core standard.
A2.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.	Need to include real-world context as well in A2, it is already included in
A2.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	This is still common core standard.
A2.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	Define limitations and forms of choosing level of accuracy.
A2.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	ok.
A2.N-RN.A.1	Explain how the definition of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation	Why still using Common Core? Maybe the book publishers pressing to keep common core in Arizona.

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Coding	Standard	Comment
A2.N-RN.A.1	Explain how the definition of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation	As long as in A1.N students have already simplified radicals.
A2.N-RN.A.2	Rewrite expressions involving radicals and rational exponents using the	This is still common core standard.
A2.N-RN.A.2	Rewrite expressions involving radicals and rational exponents using the	Good!
A2.S-CP.A.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is	This is still common core standard.
A2.S-CP.A.4	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to	This is still common core standard.
A2.S-CP.A.5	Recognize and explain the concepts of conditional probability and independence in everyday language	This is still common core standard.
A2.S-CP.B.6	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and	This is still common core standard.
A2.S-CP.B.7	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and	This is still common core standard.
A2.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	This is another example of a cluster in isolation. If statistical experiments are going to be included, the other standards should have been left in here. HS.S-IC.B.3 through HS.S-IC.B.6 Having just tow standards for a topic goes against the spirit of the standards as currently written. I think you should either remove A2.S-IC.A.1 and A.2 or insert the other
A2.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random	This is still common core standard.
A2.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Understand is a very generic term and hard to measure. This statement can be interpreted to mean a lot or very little. Please break apart this standard a little bit to make it more clear as to

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Coding	Standard	Comment
		This is another example of a cluster in isolation. If statistical experiments are going to be included, the other standards should have been left in here. HS.S-IC.B.3 through HS.S-IC.B.6 Having just two standards for a topic goes against the spirit of the standards as currently written. I think you should either remove A2.S-IC.A.1 and A.2 or insert the other
A2.S-IC.A.2	Explain if a specified model is consistent with results from a given data-generating process.	
A2.S-IC.A.2	Explain if a specified model is consistent with results from a given	This is still common core standard.
A2.S-IC.A.2	Explain if a specified model is consistent with results from a given	Need more support material.
	Use the mean and standard deviation of a data set and properties of a normal distribution to approximate a normal curve to estimate population percentages.	
A2.S-ID.A.4	Recognize and identify data sets for	This is still common core standard.
	Use the mean and standard deviation of a data set and properties of a normal distribution to approximate a normal curve to estimate population percentages.	
A2.S-ID.A.4	Recognize and identify data sets for	Appropriate standard for this level.
	Represent data on two quantitative variables on a scatter plot, and describe how the quantities are related. Extend to polynomial and exponential models	
A2.S-ID.B.6	a. Fit a function to the data; use	This is still common core standard.
A2.S-ID.C.10	Interpret parameters of exponential	This is still common core standard.
A2.S-ID.C.10	Interpret parameters of exponential	Is this with regression? What I don't know what this would look like in my classroom. This item needs more support material, such as a supplemental document with examples. I did a quick google search and could not find adequate information for this. We do not have
A2.S-ID.C.10	Interpret parameters of exponential models.	

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Coding	Standard	Comment
A2.S-ID.C.10	Interpret parameters of exponential models.	is this the same thing as A2.F-LE.B.5? Interpret the parameters in an exponential function with real exponents in terms of a context.
A2-N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	This is still common core standard.
A2-N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	Need to determine the content limits from A1 to A2. Currently it is exactly the same.
A2-N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in	Great standard but a bit complex to understand. Rewrite in a more comprehensible way.
G.G-C.A.1	Prove that all circles are similar.	Not prove--Understand that all circles are similar.
G.G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right	Please be specific. The number of relationships here is quite vast. What is emphasized and what is not.
G.G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	The phrase, "inscribed angles on a diameter are right angles:" is, I think incorrect as written. If one chord of a circle is the diameter and one side of the angle, and the inscribed angle is a right angle, then the other side of the angle is technically not a chord of the circle, but a tangent to the circle. I believe this is inconsistent
G.G-C.A.2	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; and the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Break into 2 parts Part 1: Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; Part 2: the radius of a circle is

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Coding	Standard	Comment
G.G-C.A.3	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a	Constructing the these circles, is based on the concurrency of bisectors, which are not in the
G.G-C.B.5	Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula	Converting between degrees and radians is an additional concept which is not mandatory. The width of the standards is already significantly broad. This can easily be moved to Algebra II where a
G.G-C.B.5	Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of	This standard would be easier to read if you had parts a. b. c. etc There is a lot of stuff here. Stuff that should be here.
G.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance	How about 1. Know precise definitions of segment, ray, angle, polygon (triangle, quadrilateral, etc.), circle, perpendicular, and parallel based on
G.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line,	Is this referring to axioms?
G.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line,	Is distance around a circular arc referring to circumference?
G.G-CO.A.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Geometry emphasizes an understanding of the attributes and relationships of geometric objects which can be applied in diverse contexts – interpreting a technical drawing, estimating the amount of wood needed to frame a house, or drawing computer graphics. There are many types of geometry but school mathematics is devoted primarily to plane Euclidean

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Coding	Standard	Comment
		How about
G.G-CO.A.2	Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.	2. Describe transformations as functions that take points in the coordinate plane as inputs and give other points in the coordinate plane as outputs. Recognize translations, reflections, and rotations as rigid motions and
G.G-CO.A.2	Represent and describe transformations in the plane as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not.	Although transformations are important they are not the main focus of Euclidean geometry, but instead are a visual and special method of understanding the theorems and postulates of geometry. I believe Arizona's
G.G-CO.A.3	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	How about 3. Use reflection and rotation symmetry, to describe the transformations necessary to map a
G.G-CO.A.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines,	How about 4. Determine definitions of reflections, rotations, and
G.G-CO.A.4	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes, as when the reflective symmetry of an isosceles triangle assures that its
G.G-CO.A.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that	How about 5. Given a pair of congruent figures, specify a series of transformations that will map the one onto the other.
G.G-CO.A.5	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformations that will carry a given figure onto another.	Similarity transformations (rigid motions followed by dilations) define similarity, formalizing it as "same shape" and "scale factor". These transformations lead to the criterion for triangle similarity that two pairs
G.G-CO.B.6	Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of	How about 6. Given two figures, show that they are congruent by finding a series of rigid motions (reflections, rotations, and/or translations) that will map

Coding	Standard	Comment
G.G-CO.B.6	Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Split this into 2 parts; Part 1:Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; Part 2:given two figures, use the definition of congruence in terms of rigid motions to decide if they are
G.G-CO.B.6	Use geometric definitions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	During high school, students begin to formalize their geometry experiences from elementary and middle school, using more precise definitions and developing careful proofs. The concepts of congruence, similarity, and symmetry can be understood from the perspective of geometric transformation. Fundamental to this study are the rigid motions: translations, rotations, reflections, and combinations thereof. All are
G.G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides	How about 7. Use the definition of congruence in terms of rigid motion to show that two triangles are congruent.
G.G-CO.B.7	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Two geometric figures are defined to be congruent if there is a sequence of rigid motions that carries one onto the other. For triangles, congruence means the equality of all corresponding pairs of sides and all corresponding pairs of angles. Once the triangle congruence criteria (SSS, SAS, ASA, and AAS) are established, they can be used to prove theorems about triangles, quadrilaterals, and other geometric figures. In advanced

Coding	Standard	Comment
		8. Use the triangle congruence criteria of SSS, SAS, ASA, and AAS to prove triangles congruent. Limiting 7 and 8 to just transformations in not formalizing geometry. Transformations as a formal method of proof is limited to SSS. To use it for the others requires some method of assuring that the angles have the
G.G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Need to add all the other ways triangles are similar, for example HL (hypotenuse leg), and AA should be here as well. Do all triangle similarities at the same time, one
G.G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	
G.G-CO.B.8	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Where will AAS and HL fit into the standards?
	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a	Same here, list all that are important, don't make people guess. Break into 2 parts
G.G-CO.C.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point.	Part 1: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent--that is easy and quick Part 2: the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point.--this is more
G.G-CO.C.10	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180° ; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; and the medians of a triangle meet at a point.	
G.G-CO.C.11	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the	Again, list all appropriate theorems.
	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are	
G.G-CO.C.9	congruent and corresponding angles	Why not list all the appropriate theorems, I don't want to guess which are to be stressed and which are not important.

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Coding	Standard	Comment
G.G-CO.C.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles	This is a good standard. Very specific and understandable.
G.G-CO.C.9	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles	CCSS high school math standards remove the teaching of geometry proofs. Teaching geometry without proofs is impossible!
G.G-CO.D.12	Make formal geometric constructions with a variety of tools and methods. Constructions include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Make formal geometric constructions with a variety of tools and methods.-- This should be done with patty paper or with a computer program. No one in the real world does constructions by hand. The textbook I use has a real world video for constructions and the man in that even says everyone uses a computer program. Only those few that want to write those
G.G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Spend what too much time teaching how to do this with no why to back it up. Again, only do this if there is a computer program for it. Or better yet remove this standard and let the engineering and drafting (on
G.G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Constructing a hexagon inscribed in a circle serves no practical purpose for a sophomore level student.
G.G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	I feel that constructing a hexagon goes above and beyond what students need to accomplish at the
G.G-CO.D.13	Construct an equilateral triangle, a square, and a regular hexagon	Need to add "with a variety of tools and methods" to match G.G-CO.D

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Coding	Standard	Comment
G.G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	How about 1. Give an informal argument for the formulas for the circumference of a circle and area of a circle. Use Cavalieri's Principle to give an informal argument for the volume formulas of a cylinder and prism. Use experimental methods go give an informal argument for the volume circumference of a circle, area of a circle--Those are not volume! They should not be under the volume standard.
G.G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Use dissection arguments, --what does this even mean? What do we want the student to do with this? Calalieri's principle is unnecessary. It is easy logic. There is no teaching or learning behind it. It just makes sense. It should not be a standard.
G.G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use	Needs more clarification.
G.G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use	I feel that dissection arguments and informal limit arguments go beyond what is necessary at the sophomore level.
G.G-GMD.A.1	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit	Students need to have practice with accumulating areas. This skill is missing in the geometry standards at the high school level and it is essential for understanding integration in calculus. Is there a
G.G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems utilizing a real-world	Prisms should be included. Why is surface area not a part of the standards?
G.G-GMD.A.3	Use volume formulas for cylinders, pyramids, cones, and spheres to	Great standard.
G.G-GMD.B.4	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify	Great applicable standard.

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Coding	Standard	Comment
G.G-GPE.A.1	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Completing the square to find the center and radius of a circle given by an equation in standard form is a complex algebra. This along with the study of the equations of parabolas, ellipses and hyperbolas are extremely complex and requires algebra skills above the level of geometry students. Conics have
G.G-GPE.B.4	Use coordinates to prove or disprove simple geometric theorems algebraically. Theorems include: proving or disproving geometric figures given specific points in the	Wording here should be changed to "prove" instead of "prove and disprove". By definition, a theorem is a theorem because it is proved. It is impossible to disprove a theorem.
G.G-GPE.B.4	Use coordinates to prove or disprove simple geometric theorems algebraically. Theorems include: proving or disproving geometric figures given specific points in the coordinate plane; and proving or disproving if a specific point lies on a given circle.	Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling, and proof. Dynamic geometry environments provide students with experimental and modeling tools that allow them to investigate geometric phenomena in much the same way as computer
G.G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects.	Get rid of this and add Geometric probability. It goes along with standard G.G-MG.A.3. Applying geometric models to solve design problems. For example: how much space the cardboard tube in a roll of TP takes up? Or playing darts--what
G.G-MG.A.1	Use geometric shapes, their measures, and their properties to	This standard is too vague. Specific examples would be appreciated.
G.G-MG.A.1	Use geometric shapes, their measures, and their properties to	This standard is too vague. Please define.
G.G-MG.A.2	Apply concepts of density based on area and volume in modeling situations.	Density does not go or belong in Geometry. It is here because of a question or two on a state test. Leave it in Science. Add Geometric probability or scale

Coding	Standard	Comment
G.G-SRT.A.1	Verify experimentally the properties of dilations given by a center and a scale factor: a. Dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	How about 1. Verify experimentally the properties of dilations. A dilated segment is parallel to the original segment. The dilation of a segment is shorter or longer than the segment in the ratio given by the scale factor. Apply center and scale factor to a given geometric figure to create a
G.G-SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all	How about 2. Given a pair of geometric figures in the coordinate plane use similarity transformations to determine whether the figures are or are not similar. Define similar triangles as having corresponding angles congruent and
G.G-SRT.A.3	Use the properties of similarity transformations to establish the AA	Does this mean that SAS and SSS are not to be taught?
G.G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	This should be with the other triangle similarity theorems (SAS, HL, SSS ect). Teach them all at once together. Make them all one standard and each similarity statement can be
G.G-SRT.A.3	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing

Coding	Standard	Comment
		What about
		4. An altitude drawn to the hypotenuse of a right triangle divides the triangle into two right triangles which are similar to the original. Use this theorem to prove the Pythagorean Theorem.
	Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally; the Pythagorean Theorem proved using triangle similarity.	A line intersecting two sides of a triangle divides the sides proportionally if and only if it is parallel to the third side.
G.G-SRT.B.4		An angle bisector of a triangle divides the opposite side into two
		This standard can not be taught without first teaching geometric proofs. Students need to be taught geometric proofs before they can prove theorems. Without learning geometric proofs, teaching geometry is pointless. The 2010 CCSS eliminated proofs. Failing to put
	Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally; the Pythagorean Theorem proved using triangle similarity.	The definitions of sine, cosine, and tangent for acute angles are founded on right triangles and similarity, and with the Pythagorean Theorem, are fundamental in many real-world and theoretical situations. Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs
G.G-SRT.B.4		
	Prove theorems about triangles. Theorems include: an interior line parallel to one side of a triangle divides the other two proportionally; the Pythagorean Theorem proved using triangle similarity.	
G.G-SRT.B.4		
	Explain and use the relationship between the sine and cosine of	Good standard.
G.G-SRT.C.7		
	Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find unknown measurements in right triangles in applied problems.	I need some clarity. Does "including inverse trigonometric ratios" mean using the reciprocal trig ratios (sec, csc, and cot) or does it mean using inverse trig functions? It seems you
G.G-SRT.C.8		
	Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find	Very appropriate in Geometry.
G.G-SRT.C.8		
	Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find	Thank you for including inverse trig ratios.
G.G-SRT.C.8		

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Coding	Standard	Comment
G.G-SRT.C.8	Use trigonometric ratios (including inverse trigonometric ratios) and the Pythagorean Theorem to find	Does this mean reciprocal trig ratios or inverse trig functions?
G.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the	How about 1. Use units as a guide to understanding problems, choose and interpret units in formulas, choose and interpret the scale in graphs.
G.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the	All of this can be incorporated into other standards. These are not stand alone topics. As students learn different formulas, graphs, ect they can be taught how units will help
G.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities	2. Define appropriate quantities when modeling and include "real world" problems.
G.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities	This seems very low for high school students. They should already know appropriate quantities. This should be
G.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities	This standard needs more clarification.
G.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities	Need a better description of this standard.
G.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. Include problem solving opportunities utilizing real-world context.	Not sure what this means for geometry> From PARCC "For example, in a situation involving periodic phenomena, the student might autonomously that amplitude is a key variable in a situation, and then choose to work with peak amplitude" Need
G.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting	Again, too low for high school students. They should already know reasonableness and limitations when
G.N-Q.A.3	Choose a level of accuracy appropriate to limitations on	Is this only for real world situations? For mathematical situations we want
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations,	This standards still tells teachers "how to teach" and not "what to teach." This is too prescriptive and does not give the teacher the

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	Since students are expected to fluently add and subtract within 5, then they will need practice to build an understanding of these operations to a level that they will become flexible, accurate, and efficient. Without solving number problems in addition to word problems, they may struggle to reach fluency. Consider changing K.OA.A.2 to include number problems along with word problems as follows: Use addition and
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	Algebraic thinking is developmentally inappropriate at this age. Most children cannot use "a variety of strategies" being that they are in the pre-operational phase. They also cannot be expected to use equations to give answers to problems on their own. They need concrete ideas and lots of repetition. This standard also contains prescriptive methods of how a teacher should teach "...with
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations,	I appreciate the specificity in this standard. This will help teachers maintain the developmental appropriateness of addition and
K.OA.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table	Where is table 1?
K.OA.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table	Was child development research considered when these standards were developed for 5 year olds.
K.OA.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table 1), using a variety of strategies.	The standard still includes Table 1 which is too prescriptive. Abstract equations are developmentally inappropriate for Kindergarten.
K.OA.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table 1), using a variety of strategies.	K.OA.A.2 Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table 1), using a variety of strategies. Please specify which problem types should be mastered by

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.0A.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table 1), using a variety of strategies.	This standard would be best if it just stated, "Use addition and subtraction through 10 to solve word problems" and ended it there. The standard stops being a standard and becomes a prescribed method of teaching when it continues with "...multiple problem types (see Table 1), using a variety of strategies." This "standard" does not keep with the I would have liked to see the word "situations" included in this standard rather than going back to the "problem types" language from CGI. "Problem situations" is more descriptive of what we ask children to do (e.g., "What's happening in this situation?" leads them to discuss the nature of the action and where the missing number falls. I would never ask a 5-year-old, "What problem type is this?"). In addition, most
K.0A.A.2	Use addition and subtraction through 10 to solve word problems involving multiple problem types (See Table 1), using a variety of strategies.	Was child development research considered when these standards were developed for 5 year olds.
K.0A.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition with a drawing or equation.	This concept is developmentally inappropriate students get frustrated when trying to decompose numbers. Grading on this is very hard when students struggle so much with this! Examples need to be provided on a separate document to clarify to teacher what the student should be
K.0A.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each decomposition with a drawing or equation.	This standard is still too prescriptive and tells the teacher "how to teach" with using objects and drawings. Abstract equations are inappropriate for kindergarten when they do not have a strong background in number
K.0A.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and record each	Again, this standard is not just a standard, but a prescribed method of teaching, "...by using objects or drawings, and record each

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Coding	Standard	Comment
K.0A.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or	Awesome standard!
K.0A.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects	This standard is still too prescriptive and tells the teacher "how to teach" and not "what to teach."
K.0A.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.	The standard is overly prescriptive and tell a teacher how to teach not just what the goal is by stating, "...by using objects or drawings, and record the answer with a drawing or
K.0A.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number by using objects or drawings, and record the answer with a drawing or equation.	This is such an important concept - it lays the groundwork for so much of what will be coming in grades 1 and beyond in regards to base-ten mathematics. This is powerful for (Here is a similar comment I wrote in ELA) Here's a bigger question to consider: Kinder should be able to read 50 high frequency words. I support that. Why then would kinder only have to be fluently adding/subtracting through 5? I
K.0A.A.5	Fluently add and subtract through 5.	This standard is a keeper. It is simple and non-prescriptive. This should be the example for all of the others. As Leonardo DiVinci said, "Simplicity is the ultimate form of
K.0A.A.5	Fluently add and subtract through 5.	Looks good.
K.0A.A.5	Fluently add and subtract through 5.	Looks good.
K.CC.A.1	Count to 100 by ones and by tens.	Very appropriate for kindergarteners It would be nice to have specificity as to whether this is rote counting or object-counting. This standard is not
K.CC.A.1	Count to 100 by ones and by tens.	Clearer Wording: "Count forward beginning from a given number other
K.CC.A.2	Count forward beginning from a given number instead of having to	This should provide the limit. Is this also through 100?
K.CC.A.2	Count forward beginning from a given number instead of having to	Dr. Milgram, "This is purely a reading standards, having nothing to do with Mathematics."
K.CC.A.3	Write numbers from 0–20. Represent a number of objects with a written numeral 0–20 (with 0 representing a	Mathematics."
K.CC.A.3	Write numbers from 0–20. Represent a number of objects with a written numeral 0–20 (with 0 representing a	I'm glad you included 0!

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Coding	Standard	Comment
K.CC.B.4	Connect counting to cardinality.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.b. Understand that the last number name said tells the number of objects counted. The number of	Dr. Milgram, "This is purely a vocabulary standard. Nothing wrong with it, just don't try to convince teachers that when they teach this, they are teaching 'mathematics.'"
K.CC.B.4	Connect counting to cardinality.a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.b. Understand that the last number name said tells the number of objects counted. The number of	This is one of the most important standards in kindergarten! Thank you for including it! I'm concerned with public comments that suggest that the K standards are not developmentally appropriate. This standard alone is the epitome of developmental appropriateness for 5-year-olds!
K.CC.B.5	Count to answer questions about "how many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle or as	Great - developmentally appropriate. I love that you included arrays, circles, and scattered - all serve different purposes.
K.CC.B.5	Count to answer questions about "how many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle or as	Why is the word "things" used instead of objects?
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)	Once again, a sign of developmental appropriateness is seen in this standard. I would like to see strategy suggestions such as "using 1:1 correspondence," matching, and consider changing to "Compare two numbers between 0 and 10 presented as written numerals."
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Be more specific about what you mean by compare. If it is greater, less than or equal, etc.
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next	This comment is for the K.G.A but you did not provide a comment space: This implies kindergarteners should know ALL 2-D and 3-D shapes since

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Coding	Standard	Comment
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	This standard is just fine. However, there was no place to enter core concepts that are missing in the Kindergarten Math standards. One VERY important concept that needs to be added is PATTERNS and
K.G.A.2	Correctly name shapes regardless of their orientation or overall size.	Are there specific shapes required to be learned?
K.G.A.2	Correctly name shapes regardless of their orientation or overall size.	A list of expected 2D and 3D shapes would help to stay consistent from school to school and district to "in different sizes and orientations" should be kept because it highlights the need to explore various representations of a shape. It sets students up in the future to understand that geometric transformations (excluding dilation) do not alter the defining characteristics of a shape.
K.G.B.4	Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities and differences.	The deletion of "similarities, differences, parts, and other
K.G.B.4	Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language	It would help tremendously to include a list of the specific two- and three-dimensional shapes that should be included.
K.G.B.6	Compose simple shapes to form larger shapes.	While the change has reduced the wordiness and eliminated the example, I think it sacrifices clarity. I know that "model" is defined in the introduction, but I think this looks like the term very liberally. The original standards asks to compose shapes from simpler shapes, which paves the way for the calculation of area of non-standard shapes in the future grades. The new standard is easily Here's a good example where the elimination of the example made this much tougher to interpret. I would say the same about many of the
K.G.B.6	Compose simple shapes to form larger shapes.	

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Coding	Standard	Comment
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use frequently occurring nouns and verbs.b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).c. Understand and use question words (interrogatives) (e.g.,	OK folks, earlier you told how many of the "frequently occurring" words we had to know. This one (a) is written perfectly--don't tell us how many!
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use frequently occurring nouns and verbs.b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).c. Understand and use question words (interrogatives) (e.g.,	b. It is ok for Kindergarten to understand plural but expecting them to know s or es is not appropriate. When this standard was given in 2010 it was one of the two (K.L.b inflections/ affixes was the other one) that actually said on the comparison chart from 3rd grade! The 3rd grade teachers agreed this is
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use frequently occurring nouns and verbs.b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).e. Produce and expand complete sentences in shared language activities.	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.a. Use frequently occurring nouns and verbs.b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).c. Understand and use question words (interrogatives) (e.g.,	Delete e. Age-inappropriate.

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Coding	Standard	Comment
K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.a. Capitalize the first word in a sentence and the pronoun I.b. Recognize and name end punctuation.	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.L.3	(Begins in grade 2)	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.L.3	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).b. Use the most frequently occurring	K.L.4 b. is NOT appropriate for Kindergarten. When this was given in 2010 it was listed on the comparison chart from the previous standards as being from 3rd grade. The 3rd grade teachers were shocked and agree that this is not appropriate for Kindergarten. Yes Kinders can often rise to the occasion and learn what is given to them but when concepts are introduced beyond their
K.L.4	inflections and affixes (e.g., -ed, -s,	

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Coding	Standard	Comment
K.L.4	<p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.L.4	<p>With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a</p>	<p>Delete. Age-inappropriate. Expecting "nuance" from young children is beyond their development.</p>
K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march,</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>

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Coding	Standard	Comment
K.L.5	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).c. Identify real-life connections between</p>	<p>Delete. Age-inappropriate. See comment re K.L.4.</p>
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
K.L.6	<p>Use words and phrases acquired through conversations, reading and</p>	<p>Delete. Age-inappropriate. Unnecessary and bothersome.</p>
K.MD.A.1	<p>Describe several measurable attributes of a single object such as</p>	<p>We're happy to see capacity taken out of the standard.</p>
K.MD.A.1	<p>Describe several measurable attributes of a single object such as length and weight.</p>	<p>In this standard: K.MD.A.1 It appears that students are no longer expected to notice which shared attributes can be measured on more than one object as they did in 2010. This deletion may cause students to struggle with K.MD.A.2 How will they know if objects have a measureable attribute in common if</p>
K.MD.A.1	<p>Describe several measurable attributes of a single object such as length and weight.</p>	<p>More guidance is needed to know what the "several measurable attributes" might be - "such as length and weight" only provides to possible attributes. Teachers will need more</p>

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Coding	Standard	Comment
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of" or	Keep example as in 2010
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of" or	Keep the example as listed in the 2010
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of" or	Are you expecting more than length? Should students also compare weight and liquid volume? If yes, please
K.MD.B.3	Classify objects or people into given categories; count the number in each category and sort the categories by	Kindergarten should be accountable for teaching time to the hour.
K.MD.B.3	Classify objects or people into given categories; count the number in each category and sort the categories by	No mention in the red-lines on what the public was concerned with. Still too prescriptive with "how to's" and Concerned that the addition of "people" into standard K.MD.B.3 could have unintended biases arise in classrooms and cause students to feel separated or pointed out for natural attributes such as height.
K.MD.B.3	Classify objects or people into given categories; count the number in each category and sort the categories by count. (Note: limit category counts to be less than or equal to 10.)	Students who are particularly tall or short often feel conspicuous already at a time when they want to fit in and be like their peers. Suggest the standard be revised as: "Classify
K.MD.B.3	Classify objects or people into given categories; count the number in each category and sort the categories by	Great standard! I'd love to see a supplemental document that suggests ways in which Kinders
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each	Was child development research considered when these standards were developed for 5 year olds.
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each	Being able to compose and decompose does not imply understanding...it is not already stated.
K.NBT.A.1	composition or decomposition with a drawing or equation.	Examples need to be provided on a separate document to clarify to
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each	Some examples removed from this standard but still full of "how's" and is too prescriptive!

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
		K.NBT.A Students are not using place value in this standard. Consider revising the language of the cluster to accurately reflect what students will do. For example, you might revise the cluster as "Use place value understanding and properties of operations to add and subtract."
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each composition or decomposition with a drawing or equation.	Then in the standard K.NBT.B.2 you might include the actual properties that students would be expected to
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each composition or decomposition with a	This standard is overly prescriptive in method of teaching and is no longer just a standard when the adding the words "...by using objects or drawings and record each
K.NBT.A.1	Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects or drawings and record each	Great foundation for first grade!!!
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a variety of strategies.	This should go under K.OA.A2 as it is dealing with addition and subtraction through 10, not really place value. It makes more sense to keep it there like in the 2010 standards. It could be broken down into 2 standards
K.NBT.B.2	Demonstrate conceptual understanding of addition and	How will we be able to measure a conceptual understanding?
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a	This standard seems redundant since this skill is already covered in K.OA.A.1, K.OA.A.2, K.OA.A.3 and
		Please, please, please, please, PLEASE!!! Stop requiring students to demonstrate a "variety" of ways to solve a problem! Having to learn so many different ways to add or subtract numbers is creating a lot of confusion. The students tend to mix the methods up. You can require the teacher teach the all the methods available, but let the student determine what works best for him or
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a variety of strategies.	New standards needs to be reworded from a "how to" (curriculum) to a "what to teach" (standard).
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a	

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a variety of strategies.	What conceptual understanding of addition and subtraction to you want students to demonstrate in K.NBT.B.2? Do you want them to demonstrate that they "Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from?" If so, then this is already covered in K.OA.A. If the
K.NBT.B.2	Demonstrate conceptual understanding of addition and subtraction through 10 using a variety of strategies.	Yes - love that you included conceptual understanding. It would be helpful if this were better defined. It's not clear here what the variety of
K.RF.1	Demonstrate understanding of the organization and basic features of print.a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Identify that a sentence is made up of a group of words.d. Recognize the	Thank you for adding objectives c & d. It is important that we build from sounds, to letter, to words, to sentences and later to paragraphs. What a logical progression!
K.RF.1	Demonstrate understanding of the organization and basic features of print.a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Identify that a sentence is made up of a group of words.d. Recognize the	Love the changes to this standard!!! More clear now.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.1	<p>Demonstrate understanding of the organization and basic features of print.a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Identify that a sentence is made up of a group of words.d. Recognize the difference between a letter and a printed word. Understand that words are separated by spaces in print.e. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>K.RF.3a & K.RF.2a are duplicates.This should be under K.RF.3 phonics. Also, does this include long vowels? It should.</p>

Coding	Standard	Comment
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>K.RF.2 a is redundant and does not belong under phonological awareness. The progression of phonological awareness is found throughout the foundation standards, from sentence segmentation in K.RF.1 c to rhyming to syllabication to individual phonemes. Thoughtful consideration needs to be given to redundant standards because it means we are asking our students to master the same skill in multiple places; it hinders true progression and alignment.</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>Like the changes</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>I believe teaching long vowels in words confusing students not developmentally ready to transfer that knowledge. Many students confuse the medial sound in a cvc words once they are taught the long vowel sound. This would be better kept as a first grade standard.</p>

Coding	Standard	Comment
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>D - I have a concern with medial vowels being long in kindergarten. Kinder should focus on closed syllables with short vowel sounds to get a completely solid foundation in these types of words before adding the long vowel sounds to help curb their confusion moving into first grade.</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>K.RF.2a is the exact same standard as K.RF.3a. 2a is a phonological awareness standard. It should be very different than a phonics standard. Teachers need to be very aware that we are not connecting to a symbol in phonological awareness lessons.</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>The one to one letter sound correspondence should be under phonics, not phonological awareness.</p>

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Coding	Standard	Comment
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>Delete e. Age inappropriate. Also, please note that there are 5 standards buried in this standard. Please allow time for teachers to be the professionals they've been educated to be. There are so many standards, there is no room for individual attention and creativity on the part of the teacher.</p>
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/</p>	<p>K.RF.2 a is the same as K.RF.3 . Originally on K.RF.3</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound(s) for each consonant and the five major vowels.b. Recognize and produce rhyming words.c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).d. Isolate and pronounce the</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>Will there be some suggested "research-based word lists" that can be made available for teachers and or parents?</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>K.RF.3c-Which HFW list? our Houghton Mifflin list has 80 words.</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>Which list should teachers use? Dolch, Fry or other? That is so broad that there could be inconsistency from school to school within a district.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Great! I am so pleased to see that one-to-one correspondence is here and that that more than one sound should be taught for the consonants and vowels. I LOVE that we are beginning spelling!
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Who determines the "research-based" word list?
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Who determines the "research-based" word list? Please define.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	If a school is not full day K...these standards are too much! 50 words! Reading is developmental...K.RF.3: 50 is excessive. These are horribly written. 2010 standards are appropriate, these are not.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	I like that an expectation was set to be able to decode regularly spelled closed syllable words. I think that will be important in bridging the gap with kindergarten and first grade reading expectations. I also like the expectation to read 50 high frequency words.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	"b" was changed also but not noted. what are regularly spelled closed syllable words?
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	A - I like that "most frequent sound" was added "five major vowels".
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	B - I'm afraid that a new teacher coming in would not know what "regularly spelled closed syllable words" are. I think this needs some clarification.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	50 most common high frequency words? Which words? Which list?
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	c. like that the number is specific regarding how many sight words are expected in the grade level

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>c. What are the 50 most common high-frequency words? And why 50? This should state: Read 50 of the most common high-frequency words by sight....</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>What are the 50 most common high frequency words? Which list- whose opinion? Researched based?</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>"The" 50 most common high-frequency words makes it sound like a particular list is being referenced without naming it. It feels like a guessing game. What exactly is the goal here? That students are able to read as many high-frequency words in isolation as they can? Perhaps I'm not clear on the research behind the</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>K.RF.3c appears to indicate that there is a right answer to "the 50 most common high-frequency words" rather than leaving it open to "50 of the most common" - the language implies that there is one, correct list rather than leaving those decisions to a local level.</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>Regarding K.RF.3.c - "Read the 50 most common high-frequency words" sounds too prescribed. Which 50? How would that decision be made? It would read better if it said "Read common high-frequency words by sight from a research-based word list" -- that way schools and districts can decide which lists to use.</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	A list of the 50 words should be provided. If there is flexibility of what those 50 words are, the standard needs to be changed to reflect that flexibility.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	KRF3 c- remove the word "the" 50 most common. It implies a specific 50. It would depend upon the selected word list.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Having the 50 words is so helpful for rigor!!
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	I think reading the 50 most common high frequency words by sight from a researched based word list is very important and should be approved.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	I support "Read the 50 most common high-frequency words..." Here's a bigger question that involves both reading AND math: If we believe that kinders can read 50 words, why do we believe they can only add/subtract fluently through 5?

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	I think it is important to state the number of words that students are expected to know.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	What are the 50 most common high frequency words? What is the research-based word list? Dolch words/Fry's?
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Is there research behind the acquisition of learning 50 site words in kindergarten and from which research-based list are these words taken?
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	Don't add the number to c--50 common high-frequency words. You could say high-frequency words by sight from a research-based word list appropriate for Kindergarten.
K.RF.3	Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read	K.RF.3 b - wording for previous standard is much better and makes more sense. We have to remember that parents also read standards and closed syllable words is confusing. I even had to look it up and I am the teacher! Don't complete things with "fancy words / definitions"

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read the 50 most common high-frequency words by sight from a research-based word list.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>I am so glad to see the mastery of sight words as a standard. This is so import for successful readers, and I do it in my classroom anyway. This standard will support my communication with parents about the sight word mastery program I do in my kdg classroom!</p>
K.RF.3	<p>Know and apply phonics and word analysis skills in decoding words.a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.b. Decode regularly spelled closed syllable words.c. Read</p>	<p>This is an important part of the skill-based acquisition process to help a student develop their decoding skills.</p>
K.RF.4	<p>Read emergent-reader texts with purpose and understanding.</p>	<p>Delete standard. It is age-inappropriate. This is way too much to expect from a Kindergartner. They are learning to identify letters, and now they are expected to read texts with purpose and understanding? No. They are</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10</p>
K.RF.4	Read emergent-reader texts with purpose and understanding.	K.RF.2e, 4 K.W.1-8
K.RI.1	With prompting and support, ask and answer questions about key details in	Delete standard. It is age-inappropriate.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10</p>
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	K.RF.2e, 4 K.W.1-8
K.RI.10	With prompting and support, actively engage in group reading activities	Love that "prompting and support" was added.
K.RI.10	With prompting and support, actively engage in group reading activities	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	
K.RI.2	With prompting and support, identify the main topic and retell key details	Delete standard. It is age-inappropriate.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.RI.4	With prompting and support, ask and answer questions about unknown	Delete standard. It is age-inappropriate.
		Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content
K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a	K.RI.5 - "Recognize common types of informational text" too vague. Need examples like K.RL.5.
K.RI.5	Recognize common types of informational text; identify the front	What are the common types of informational text?
K.RI.5	Recognize common types of informational text; identify the front	It would be beneficial to know what informational text are considered

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Coding	Standard	Comment
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	What are common types of informational text? I appreciate the clarification in K.RL.5, but would like similar clarification for this standard. Is this meaning magazines, newspapers, biographies, or is it
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	Should examples be provided for "common types of informational text"? Does this imply books, magazines, newspaper articles? Or does it imply students should be
K.RI.5	Recognize common types of informational text; identify the front	These are 2 very different concepts. They need to be separate.
K.RI.5	Recognize common types of informational text; identify the front cover, back cover, and title page of a book.	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in	It's enough for children to simply name the author and illustrator, but not define the role of each.....

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Coding	Standard	Comment
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,	Delete standard. It is age-inappropriate.
K.RI.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.8	With prompting and support, identify the reasons an author gives to	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic	Delete standard. It is age-inappropriate.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RI.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
K.RL.1	With prompting and support, ask and answer questions about key details in	This should have the who, what, when, where why and how of the
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	Should add: who, what, when, where, why and how to this standard to be more specific with what questions should be asked and
K.RL.1	With prompting and support, ask and answer questions about key details in	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear, •teach "all-purpose tools" vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	This is a much more realistic standard. Students may interact with puppets, response cards,
K.RL.10	With prompting and support, actively engage in group reading activities	Love that "prompting and support" was added.
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	Delete standard. It is age-inappropriate. Give the teacher some time to be the professional
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	
K.RL.2	With prompting and support, retell familiar stories, including key details.	familiar stories may be too vague.
K.RL.2	With prompting and support, retell familiar stories, including key details.	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear, •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.2	With prompting and support, retell familiar stories, including key details.	
K.RL.3	With prompting and support, identify characters, settings, and major	Delete standard. It is age-inappropriate.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	
K.RL.4	With prompting and support, ask and answer questions about unknown	Like the addition of with prompting and support.
K.RL.4	With prompting and support, ask and answer questions about unknown	This is confusing. Is this just new vocabulary or words children would
K.RL.4	With prompting and support, ask and answer questions about unknown	Delete standard. It is age-inappropriate.

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.4	With prompting and support, ask and answer questions about unknown words in a text.	
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	I like that this standard was included to identify the parts of a fiction book and not just an informational text as was the case with the other
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title	Should include technology such as online stories.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title	These are 2 very different concepts and should be on 2 separate standards.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.5	Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.	

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Coding	Standard	Comment
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Kinder: Identifying the author and illustrator is trite. This standard is under-developed and needs to be written to help kinders understand what authors and illustrators do and their purpose and importance. I'm not convinced the second half of the
K.RL.6	With prompting and support, name the author and illustrator of a story	Delete "and define the role of each in telling the story."
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which	Delete standard. It is age-inappropriate.
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8

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Coding	Standard	Comment
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.8	(Not applicable to literature)	
K.RL.9	With prompting and support, compare and contrast the adventures	Delete standard. It is age-inappropriate.
		<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening	<p>Could add students use academic language prompts such as sentence frames to participate in discussion. For example, I agree with.....or I disagree with.....</p>
K.SL.1		

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Coding	Standard	Comment
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening	Delete standard. Age-inappropriate.
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).b. Continue a conversation through multiple exchanges.	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under	Delete this standard. It's age-inappropriate. Teachers should be encouraging young children in what they are ready to learn: Being independent. Being creative. NOT "collaborating with diverse partners....." a. is somewhat ok, as far as reinforcing simple manners:
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.a. Follow agreed-upon rules for discussions (e.g., listening	Glad to see the standards include specific behaviors (actions) attached to these standards. Parents need to see that these standards require actions in the classroom.

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Coding	Standard	Comment
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key	Delete "through other media." Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key	Delete "or through other media"
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify	Delete. This is irrelevant and not a true standard.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8

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Coding	Standard	Comment
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Delete. This standard should be replaced with readings from the teacher. The teacher should be able to test student comprehension based
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide	Delete. Irrelevant and getting into too much trivial detail. Need to focus on delivering content.
		Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Delete. This standard should be replaced with readings from the teacher. To clarify, the teacher should read to the students. The teacher should be able to test student comprehension based on
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide	Delete standard. Just adding more standards unnecessarily. Age-

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Coding	Standard	Comment
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Delete. This standard should be replaced with readings from the teacher. To clarify, the teacher should read to the students. The teacher should be able to test student comprehension based on what he/she has read. Students can
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the	Delete. Age-inappropriate.

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Coding	Standard	Comment
K.W.1	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Since functional text was removed from the standards, will it be added here to informative text? Perhaps consider adding examples of informative/explanatory text including memos, letter writing, experiments and things listed under
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are	Delete standard. Age-inappropriate.
K.W.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>

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Coding	Standard	Comment
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the	Delete standard. Age-inappropriate. Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear
K.W.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	•teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Delete standard. Age-inappropriate. Please keep AZKW4 - it is important for students to understand many formats of writing not just formal sentences. By making lists, labels, notes, etc. they were able to understand a purpose for writing and gained more confidence with their formal writing. This is also something people do everyday in the real world and it makes connections for them. Parents liked seeing them write at
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	

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Coding	Standard	Comment
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Delete standard. Age-inappropriate. This forces children to behave like board members. They are striving to be Independent and Creative, not dependent on others. We should be encouraging their independence and
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	It is essential to begin the exploration of digital skills at the kindergarten level. They are absolutely capable of meeting this standard and it is essential for

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Coding	Standard	Comment
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing,	Delete standard. Age-inappropriate. Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	NO exactly sure what is meant by K.W.6. in using digital tools to "produce and publish" at the kdg level. More explanation, clarification, Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	NO exactly sure what is meant by K.W.6. in using digital tools to "produce and publish" at the kdg level. More explanation, clarification, Kindergarten: The following standards should not be used for one or more of the following reasons: <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.7	With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Delete standard. Age-inappropriate. What experiences do they have at this age? They haven't accumulated a base of knowledge. This is the time when they are soaking up more

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Coding	Standard	Comment
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with reference to a model.c. Write left to right using appropriate spacing between words.	Wonderful! As a long-time primary teacher, it seems that these skills are what good teachers should do even if they aren't part of the standards. I am so thankful that they are now included. There are a number of meta-analysis studies that show that direct instruction of handwriting activates more parts of the brain. Students who've been taught
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with	I like the addition of the writing foundational skills.
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with	I like the common vocabulary of upper and lower case (not big and little or capital and lower case) as this gives consistent vocabulary
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with	Delete b and c. Age-inappropriate.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with reference to a model.c. Write left to right using appropriate spacing between words.	Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8
K.WF.1	Demonstrate and apply handwriting skills.a. Match upper and lower case manuscript letters.b. Write upper and lower manuscript letters, with	Again, so glad to see the foundation writing and spelling skills included.
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the	K.WF.2a -This should be under K.RF.3 Phonological Awareness- no writing is happening. K.WF.2b-Need to specify writing like K.WF.2c.
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the	Great! Again, these standards are what good primary teachers should be doing when teaching children to read.
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the	a-c.None of these are age appropriate

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the	K.WF.2 a is addressed in K.RF.2 c to show a student's ability to apply this skill, which is not necessary for writing in Kindergarten. However, older students, who have no phonological awareness standards, may need to apply this skill for
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the	A - Why multi-syllable in kindergarten? The first grade standard reads "orally segment the phonemes in a single-syllable spoken word," yet kinder is more rigorous. Consider adding to 1st grade or moving to 1st grade.
K.WF.2	Demonstrate and apply sound-letter concepts.a. Repeat multi-syllable words and pronounce the separate syllables.b. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.c. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	<p>Kindergarten: The following standards should not be used for one or more of the following reasons:</p> <ul style="list-style-type: none"> •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach "all-purpose tools" vs needed content <p>K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Will there be some suggested "research-based word lists" that can be made available for teachers and or parents?

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	K.WF.3d-Which 20 frequently used words? Which list? HFW? Regular words can be sounded out but not HFW - we should focus on these for spelling.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Again, which list should be used? Dolch, Fry or other?
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Excellent! I am confident that by including these standards, Arizona's foundational reading skills will be strengthened, and more students will be able to read by third grade.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	The spelling list needs to be specified.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Who determines the "research-based" word list?

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Who determines the "research-based" word list? Please define.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Again...developmentally inappropriate, spelling in kindergarten! NO! K.WF.3 e. is fine, the rest...with help/assistance.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Writing 20 HFW is a lot to ask of a 5 year old. Reading them at this age should be enough.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.d. Write the 20 most frequently used words accurately, as	Shouldn't the verbiage from K.WF.3 d match that of K.RF.3 d '...most common high-frequency words by sight from a research-based word list' for consistency and clarification to teachers? That would convey the importance of reading and writing instruction being connected, with writing as the higher level skill and, therefore, the smaller number for mastery. Otherwise, what is meant by 'most frequently used words' in

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	e. is VERY unclear!!!
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Spell the 20 most frequent used words? Which words? A researched based list? Which list?
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	d. What are THE 20 most frequently used words? And, why 20? It should state: Accurately write 20 of the most frequently used words as found in a research-based list.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	In K.WF.3.d -- the wording "write the 20 most frequently used words" makes it sound like there is one prescribed list to which to adhere. Changing it to "Write 20 of the most frequently used words accurately" would be better especially when followed by the phrase "as found in a research-based list"
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	The wording of K.WF.3d saying "the 20 most frequently used words" implies that there are 20 words everyone should be teaching rather than leaving it up to districts and schools. Changing the word "the" will help add the flexibility that should come from the State.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	KWF3 d- remove the word "the" 20 most common. It implies a specific 20. It would depend upon the selected word list.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	B - Confusing as written. Is only medial sound provided? Is it a specific word that teachers would be looking for or just any word, including non-sense words? Is teacher providing word or picture along with vowel sound? Please add clarification and examples.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	I feel some clarity should be added to letter b - what is the end goal of this sub standard? If /a/ is provided by the teacher and the student adds the initial sound /z/a nonsense word has been created.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Should the standard state "an initial
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	I like the explicit addition of spelling foundational standards.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	This standard is very important for writing and should be approved.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	This feels out of context and looks like a spelling test which research does not overwhelmingly support. Writing words needs to be in the context of writing, not isolated.
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	d. Would students be able to use a word wall to spell the 20 words or would they have to spell them from memory?
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	What are the 20 most frequently used words? What research-based list are these words found on?
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	Which research-based word list are the 20 most frequently used words taken?
K.WF.3	Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)	There are 5 standards here. Too many for kindergartners. Delete 3. Age-inappropriate.

Coding	Standard	Comment
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)</p>	<p>Don't add the number to d. 20 most frequently used words...that is curricula decision.</p>
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.d. Write the 20 most frequently used words accurately, as found in a research-based list.e. Attempt phonetic spelling of unknown words.</p>	<p>Kindergarten: The following standards should not be used for one or more of the following reasons: •considered developmentally inappropriate, •have multiple standards within a standard, •are unclear •teach “all-purpose tools” vs needed content K.RL.1-4, 6-10 K.RI.1-5, 6 (name the author and illustrator only), 7-10 K.RF.2e, 4 K.W.1-8</p>
K.WF.3	<p>Know and apply phonics and word analysis skills when encoding words.a. Represent phonemes in simple words, using letter-sound relationships.b. Write or select an initial or final consonant when a medial vowel is provided.c. Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant)</p>	<p>Again, so glad to see the foundation writing and spelling skills included. This is SO much a part of teaching beginning writing. We do it anyway in our classroom. Finally it would be part of the standards. It is also helpful for parent to see this foundation building skills in the standards, to help them understand</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>I agree that the draft standards as a whole:</p> <ul style="list-style-type: none"> a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment. <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
L.1	Demonstrate command of the conventions of Standard English	This standard is easy to decipher and understand.
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>Please consider adding sentence structure guides to support teachers in sentence construction skills. This will help teachers remember/know all of patterns of simple sentences so they can help their students being to create varied sentence structures in the primary grades.</p> <p>For example S-V, S-V-O, CS-V-O, CS-CV-O, CS-</p> <p>Working with college students, there has been a significant amount of evidence that subject/verb agreement has not been mastered. It comes up in third grade (3.L.1 f) and then is touched on through verb tenses in fifth grade (5.L.1 c and d), but is not mentioned again.</p>
L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	Understanding the standards are expected for mastery at each grade level, build on each other, and go to the next step in the process, it seems

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
L.2	Demonstrate command of the conventions of Standard English	This standard is easy to decipher and understand.
L.3	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.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or	This standard is easy to decipher and understand.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>

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Coding	Standard	Comment
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word	This standard is easy to decipher and understand.
L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
L.5	Demonstrate understanding of figurative language, word	This standard is easy to decipher and understand.
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	This standard is easy to decipher and understand.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	If you must keep the Standards for Mathematical Practices..personally don't think they are necessary, than thank you for the definitions. It is hard to explain these to parents and a definition helps.
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	What is the process for students that think differently and may not understand? I understand that it is up to the teacher to help with different learning styles , however, I would like to see A process that shows what the plan of action is for students that aren't meeting the standards. If it is the responsibility of each teacher to deliver the material, not every teacher will do it the same and where is the checks and balances that the teacher is teaching
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	Same standard for all grade levels and are developmentally inappropriate and no research to back this up! Kindergartners are not mathematically proficient students?! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of all grade levels! Remove the standards for mathematical practice for K-12!

Coding	Standard	Comment
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.1 is, in all likelihood, plagiarism and in no way improves the standards. Rather, it more deeply embeds Common Core in Arizona.
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	K.MP.1 --Why is this Standard for Mathematical Practice found in Kindergarten, 1st grade, and 2nd grade? Not only is this paragraph confusing to every parent who has been presented with it, but it also contains cognitive demands that are developmentally inappropriate for young children.
MP.1	Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution	This comment applies to all of the Mathematical Practice standards listed in the comparison document. It is not helpful to restate the exact same MP standards over and over again for every grade level. Some sort of delineation appropriate to grade level would be much more useful. e.g., http://www.k12.wa.us/corestandards/pubdocs/mpbygradelevel.pdf which does this in a form. Interestingly the Washington State document

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Coding	Standard	Comment
MP.2	Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the	Same standard for all grade levels and are developmentally inappropriate and no research to back this up! Kindergartners are not mathematically proficient students! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of all grade levels! Remove the standards for mathematical practice for K-12!
MP.2	Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the	The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.2 is, in all likelihood, plagiarism and in no way improves the standards. Rather, it more deeply embeds Common Core in Arizona.
MP.2	Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the	K.MP.2; 1.MP.2; 2.MP.2 --Why is this paragraph included in Kindergarten, 1st grade, and 2nd grade? Children under the age of 7 are not able to think "abstractly". According to the world reknown developmental psychologist, Jean Piaget, children that are of the age of 7 and under are only able to understand concrete ideas. Not only is this demand developmentally inappropriate, but it is also rather convoluted and cannot be classified as having "clarity" as

Coding	Standard	Comment
MP.3	<p>Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures.</p> <p>Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in</p>	<p>Same standard for all grade levels and are developmentally inappropriate and no research to back this up! Kindergartners are not mathematically proficient students! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of all grade levels! Remove the standards for mathematical practice for K-12!</p>
MP.3	<p>Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures.</p> <p>Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in</p>	<p>The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.3 is, in all likelihood, plagiarism and in no way improves the standards. Rather, it more deeply embeds Common Core in Arizona.</p>

Coding	Standard	Comment
MP.3	<p>Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures.</p> <p>Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples.</p> <p>Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in</p>	<p>K.MP.3; 1.MP.3: 2.MP.3 --Children who are 7 years and younger are egocentric according to child psychologists and cannot properly critique the reasoning of others and receive back constructive criticism. The do not have the ability to see from another's point of view. This standard is developmentally harmful as it can damage a child's self-esteem and eliminate creativity altogether.</p>
MP.4	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically</p>	<p>If real world applications are so important, why do they stop learning about money in 4th grade? Teach them how to balance checking accounts, calculate interest, determine growth on investments and depreciation on assets over time. Teach them how to do their taxes, how to live within their means, how to figure out if they can afford the payments on something. If</p>
MP.4	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically</p>	<p>Same standard for all grade levels and are developmentally inappropriate and no research to back this up! How can we expect students to solve problems in the workplace when many of them do not have access to these types of problems, or even know what they are? We don't want them to struggle and be frustrated because they will just hate math! Too much to ask of</p>

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
MP.4	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically</p>	<p>The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.4 is, in all likelihood, plagiarism and in no way improves the standards. Rather, it more deeply embeds Common Core in Arizona.</p>
MP.4	<p>Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically</p>	<p>K.MP.4; 1.MP.4; 2.MP.4 --This paragraph again has no place in the lower elementary grades for developmentally appropriateness. Children need to be given concrete ideas to practice and repeat over and over again (skill and drill). Young children cannot reason at this age appropriately to see if their own models need "improving... if it has not served its purpose."</p>
MP.5	<p>Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and</p>	<p>Same standard for all grade levels and are developmentally inappropriate and no research to back this up! Kindergartners do not understand complex situations nor are they able to manage their own progress esp. in their early months of school!?! We don't want them to struggle and be frustrated because they will just hate math! Too much to ask of all grade levels! Remove the</p>
MP.5	<p>Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and</p>	<p>The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.5 is, in all likelihood, plagiarism and in no way improves the standards. Rather, it more deeply embeds Common Core in Arizona.</p>

Coding	Standard	Comment
MP.5	Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and	K.MP.5; 1.MP.5; 2.MP.5 --Children ages 7 and under are egocentric according to world reknowned developmental psychologist Jean Piaget. They cannot see things from another's point of view and "(understand) the thinking of others." This cognitive demand is developmentally inappropriate.
MP.6	Mathematically proficient students clearly communicate to others and craft careful explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations.	Kindergartners especially cannot be expected to craft careful explanations! Kindergartners are not mathematically proficient students! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of a Kindergartner or any grade level with no research to back up nor is it
MP.6	Mathematically proficient students clearly communicate to others and craft careful explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations.	The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.6 is, in all likelihood, plagerism and in no way improves the standards. Rather, it more deeply
MP.6	Mathematically proficient students clearly communicate to others and craft careful explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols	K. MP.6; 1.MP.6; 2.MP.6 --PLEASE bring on an independent child psychologist to review all of the standards. Not a single logical parent who has had multiple children will agree that all of their 5, 6, and 7 year-olds can be expected to "...clearly communicate to others and craft careful explanations to convey their reasoning... and record their work clearly and concisely." This

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Coding	Standard	Comment
MP.6	Mathematically proficient students clearly communicate to others and craft careful explanations to convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations.	Requesting that the phrases "carefully formulated explanations" and "appropriate mathematical terminology" be added to the first sentence. It would read- Mathematically proficient students clearly communicate to others, using appropriate mathematical terminology, and craft carefully
MP.7	Mathematically proficient students use structure and patterns to provide form and stability when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically	Kindergartners do not understand complex situations! Kindergartners are not mathematically proficient students! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of a Kindergartner or ANY grade level with no research to back up nor is it proven to be developmentally
MP.7	Mathematically proficient students use structure and patterns to provide form and stability when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas	The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.7 is, in all likelihood, plagerism and in no way improves the
MP.7	Mathematically proficient students use structure and patterns to provide form and stability when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own	K.MP.7; 1.MP.7; 2.MP.7 --It is wonderful that this paragraph acknowledges the need to learn about patterns in mathematics. The very first sentence proves that learning about patterns and sequences is a very important core concept. THE KINDERGARTEN STANDARDS ARE MISSING PATTERNS AND SEQUENCES. Please add this to the standards. Every

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Coding	Standard	Comment
MP.7	Mathematically proficient students use structure and patterns to provide form and stability when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas	Requesting more detail.
MP.8	Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This	Kindergartners do not understand regularities or can they solve multiple related problems! Kindergartners are not mathematically proficient students! We don't want them to struggle and be frustrated at this level because they will just hate math from the start! Too much to ask of a Kindergartner or ANY grade level with no research to back it up
MP.8	Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and	The additional language contained within this standard is taken directly from Core Standards website. While the committee appears to have taken some creative license by re-wording and/or re-structuring sentences, MP.8 is, in all likelihood, plagiarism and in no way improves the
MP.8	Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of	K.MP.8; 1.MP.8; 2.MP.8 --Again, please bring on an independent child psychologist to review ALL of the standards. Hypothesizing in mathematics for young children does not appear to be developmentally appropriate. Curriculum specialists are not child psychologists. A good developmental child psychologist will have a much better understanding of what a young child is capable of doing. Also communicating with

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Coding	Standard	Comment
MP.8	Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and	Requesting more detail.
P.F-TF.B.6	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse	This has poor wording. It should deal with what values will the inverse function accept before deciding how to restrict the domain of the original
P.G-GPE.A.2	Derive the equation of a parabola	happy to see this as a plus standard.
P.N-CN.A.3	Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Division is not mentioned here or in Algebra II. Should this be mentioned in both places for coherency and the ability to build on knowledge.
P.N-CN.A.3	Find the conjugate of a complex number; use conjugates to find	Since dividing with complex numbers is not in algebra 2, it should be listed
P.N-CN.C.9	Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	This should be a regular standard. This is probably the most important concept associated with polynomial functions and students should have an understanding of its relationship
P.S-CP.B.8	Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$,	This is the last piece of conditional probability. Could this be taught in algebra 2?
P.S-IC.B.3	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	This is an extremely important standard and one every students in AZ should be expected to master. Understanding reports in the media require critical thinking--something that this standard helps encourage. Students should understand the notion of sampling variability--that different samples from the same population can give different estimates.
P.S-IC.B.4	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Consider adding a reduced version of this standard to Algebra 2: "Use data from a sample survey to estimate a population mean or proportion; recognize that

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Coding	Standard	Comment
P.S-IC.B.5	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	This standard is challenging, but worthwhile for students as it connects the analysis of an experiment with the design. It will help reinforce what students are
		There is no standard more necessary for survival in the 21st century that this one. The amount of data--and reports from data--is growing exponentially and students need to be equipped to understand what they
P.S-IC.B.6	Evaluate reports based on data.	I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it	I support the adoption of the 2016 ELA Draft Standards as they are
RL.1	Read closely to determine what the text says explicitly and to make	This standard is easy to decipher and understand.
RL.1	Read closely to determine what the text says explicitly and to make	Strong standard.
RL.1	Read closely to determine what the text says explicitly and to make	Great standard.
		I find it interesting that one cannot comment on the anchor standards as a whole. I will not add this to every anchor standard so count this for all anchors. They remain comprehensive. When all educators are working towards the same goal high school students perform higher. In the 21st century we often lose sight of the need for advanced ed that is comprehensive for careers that do not yet exist. We must
RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it	Delete this standard. It is age-inappropriate.
RL.1	Read closely to determine what the text says explicitly and to make	

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Coding	Standard	Comment
		<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p>
RL.10	Read and comprehend complex literary and informational texts independently and proficiently.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.10	Read and comprehend complex literary and informational texts independently and proficiently.	Excellent. I love the fact that teachers will be able to use fiction and non fiction texts without and
		<p>It is wonderful that the complexity levels can now be determined by both the qualitative and quantitative measures. This truly allows teachers to choose material that meets the</p>
RL.10	Read and comprehend complex literary and informational texts independently and proficiently.	This standard is easy to decipher and understand.
RL.10	Read and comprehend complex literary and informational texts	Strong standard.
RL.10	Read and comprehend complex literary and informational texts	Great standard.
		<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p>
RL.2	Determine central ideas or themes of a text and analyze their development	I support the adoption of the 2016 ELA Draft Standards as they are
RL.2	Determine central ideas or themes of a text and analyze their development	This standard is easy to decipher and understand.
RL.2	Determine central ideas or themes of a text and analyze their development	Strong standard.

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Coding	Standard	Comment
RL.2	Determine central ideas or themes of a text and analyze their development	Great standard.
RL.2	Determine central ideas or themes of a text and analyze their development	Delete. It is age-inappropriate.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.3	Analyze how and why individuals, events, and ideas develop and	This standard is easy to decipher and understand.
RL.3	Analyze how and why individuals, events, and ideas develop and	Strong standard.
RL.3	Analyze how and why individuals, events, and ideas develop and	Great standard.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	This standard is easy to decipher and understand.
RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	Strong standard.

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Coding	Standard	Comment
RL.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze	Great standard.
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	I agree that the draft standards as a whole: a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment.
RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	This standard is easy to decipher and understand.
RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	Strong standard.
RL.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	Great standard.
	Assess how point of view or purpose shapes the content and style of a text.	I agree that the draft standards as a whole: a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment.
RL.6	Assess how point of view or purpose shapes the content and style of a	I support the adoption of the 2016 ELA Draft Standards as they are
RL.6	Assess how point of view or purpose shapes the content and style of a	This standard is easy to decipher and understand.

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Coding	Standard	Comment
RL.6	Assess how point of view or purpose shapes the content and style of a	Strong standard.
RL.6	Assess how point of view or purpose shapes the content and style of a	Great standard.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and	This standard is easy to decipher and understand.
RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and	Strong standard.
RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and	Great standard.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well	This standard is easy to decipher and understand.
RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well	Strong standard.

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Coding	Standard	Comment
RL.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well	Great standard.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	I support the adoption of the 2016 ELA Draft Standards as they are
RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to	This standard is easy to decipher and understand.
RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to	Strong standard.
RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to	Great standard.
RL.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	3.RL.9 Too specific to require using the same author in a series. That is a good idea, but limiting for a teacher to HAVE TO use books by the same author. A teacher might want to compare Nate the Great with Cam Jansen. Both are detectives,
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	I support the adoption of the 2016 ELA Draft Standards as they are

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Coding	Standard	Comment
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and	This standard is easy to decipher and understand.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	The word "diverse" should either be eliminated or reworded with "a variety of" or "different." Also, the standards shouldn't dictate grouping. That is an instructional
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	"With diverse partners" has connotations that may be confusing, however, if it is intended to dictate grouping decisions made by teachers, isn't that an INSTRUCTIONAL decision which is clearly defined as separate from the standards? The introduction to the standards clearly defines the difference. If the standards tell us what to teach, the HOW is a local
		I agree that the draft standards as a whole: a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	I support the adoption of the 2016 ELA Draft Standards as they are
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually,	This standard is easy to decipher and understand.

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Coding	Standard	Comment
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence	This standard is easy to decipher and understand.
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,	This standard is easy to decipher and understand.
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p> <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>

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Coding	Standard	Comment
SL.5	Make strategic use of digital media and visual displays of data to express information and enhance	This standard is easy to decipher and understand. I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal	This standard is easy to decipher and understand. I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand.
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	This standard is easy to decipher and understand.
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	Strong standard.
W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	Great standard.

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Coding	Standard	Comment
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	This standard is easy to decipher and understand.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	Strong standard.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames	Great standard.
		I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and	This standard is easy to decipher and understand.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and	Strong standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and	Great standard. I agree that the draft standards as a whole: a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	I support the adoption of the 2016 ELA Draft Standards as they are
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	This standard is easy to decipher and understand.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	Strong standard.
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen	Great standard. the way this is phrased as an end standard is a bit problematic when the colleges are not teaching their high school educators the varietal use of narrative. The way this is written it can lend itself to a personal narrative which is irrelevant at the collegiate level. So, while I appreciate the ability to write a narrative, in the upper grades this needs to reflect the integration of
W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	This standard is easy to decipher and understand.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	Strong standard.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	Great standard.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Keep the AZKW4- writing other than formal writing is important to students as well. Every day life people write messages, notes, lists, friendly letters and labels and this should be a part of students learning as well. Writing these helped my students be comfortable with having a purpose to write and they enjoyed this type so much that they did it at home as well. Being able to do this

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
		<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p>
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	I support the adoption of the 2016 ELA Draft Standards as they are
W.5	Develop and strengthen writing as needed by planning, revising, editing,	This standard is easy to decipher and understand.
W.5	Develop and strengthen writing as needed by planning, revising, editing,	Strong standard.
W.5	Develop and strengthen writing as needed by planning, revising, editing,	Great standard.
		<p>I agree that the draft standards as a whole:</p> <p>a. are clear and understandable, can clearly guide learning for students, and can build student understanding.</p> <p>b. have complexity of reasoning and each strand contains a range of cognitive demand.</p> <p>c. can be measured through various modes of assessment.</p>
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	I support the adoption of the 2016 ELA Draft Standards as they are
W.6	Use technology, including the Internet, to produce and publish	This standard is easy to decipher and understand.
W.6	Use technology, including the Internet, to produce and publish	Strong standard.
W.6	Use technology, including the Internet, to produce and publish	Great standard.

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	perhaps a nod to the fact that technology is not the ONLY way to produce information. Writing by hand is actually okay. Short writes do not need to all be online as some district personal/curriculum directors would like to suggest.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Paper and pencil is okay as in some I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating	This standard is easy to decipher and understand.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating	Strong standard.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating	Great standard.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	I agree that the draft standards as a whole: a.are clear and understandable, can clearly guide learning for students, and can build student understanding. b.have complexity of reasoning and each strand contains a range of cognitive demand. c.can be measured through varies modes of assessment. I support the adoption of the 2016 ELA Draft Standards as they are

Comments on 2016 Draft Coding Standards

Coding	Standard	Comment
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	This standard is easy to decipher and understand.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	Strong standard.
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	Great standard.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>I agree that the draft standards as a whole:</p> <ul style="list-style-type: none"> a. are clear and understandable, can clearly guide learning for students, and can build student understanding. b. have complexity of reasoning and each strand contains a range of cognitive demand. c. can be measured through various modes of assessment. <p>I support the adoption of the 2016 ELA Draft Standards as they are</p>
W.9	Draw evidence from literary or informational texts to support	This standard is easy to decipher and understand.
W.9	Draw evidence from literary or informational texts to support	Strong standard.
W.9	Draw evidence from literary or informational texts to support	Great standard.