

## ENGLISH LANGUAGE ARTS

Yellow = Current Standard; Green = Proposed Standard

Standard Number	Input From / Change Justification	Public Review Comment / Current Standard Language - Proposed Standard Language	Recommend Change	Would Not Result in Change to Instructional Materials or Assessment	Would Result in Change to Instructional Materials or Assessment
LACC.K.RI.2.6		This is an important and appropriate standard although I'm not sure that all Kindergarten students would be able to do this for all books. It might be good to add "with prompting and support".			
<b>Current Standard</b> LACC.K.RI.2.6		Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
<b>Proposed Standard</b> LACC.K.RI.2.6	Clarification - Grade Appropriate	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	X	X	
LACC.K.RL.2.4	Teacher	Also needs to include, "with prompting and support"			
<b>Current Standard</b> LACC.K.RL.2.4		Ask and answer questions about unknown words in a text.			
<b>Proposed Standard</b> LACC.K.RL.2.4	Clarification - Grade Appropriate	With prompting and support, ask and answer questions about unknown words in a text.	X	X	

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LACC.K.RL.2.6	Teacher	Rather than name the Author or Illustrator, ask students to identify what the author does, and what the illustrator does. In Kindergarten we often do "author studies" or "Illustrator studies" , comparing across books to find commonalities to help show WHY the books are similar. Naming the author or illustrator is really a reading skill that is usually above the kindergarten level.			
LACC.K.RL.2.6	Teacher	Defining the role is fine but why do they have to state the actual name this is unrealistic for a five year old.			
<b>Current Standard</b> LACC.K.RL.2.6		With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
<b>Proposed Standard</b> LACC.K.RL.2.6	Clarification - Grade Appropriate	With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.	X	X	
LACC.K.L.1.1	Other	Need to add cursive to this standard. Cursive starts at a very early age. All adults should be able to legibly write in cursive.			
	Public Hearing	I personally am saddened by the elimination of cursive writing because at some point in the future, children will not even be capable of reading the original historical documents and writings of great statesment and scholars.			

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<b>Current Standard</b> LACC.2.L.1.1		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 tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).			
<b>Proposed Standard</b> LACC.2.L.1.1	Preface to Cursive Writing	Adding a new sub standard as A, pushing all current sub standards down a letter. A. Demonstrate legible printing skills.	X		X
LACC.2.RI.3.8	Teacher	Vague			
LACC.2.RI.3.8	Other	Doesn't make sense. Describe HOW reasons support something? This is metalinguistic, not for grade 2.			
LACC.2.RI.3.8	Other	Standard needs clarification and samples.			
LACC.2.RI.3.8	Other	How Reasons is not clear			
<b>Current Standard</b> LACC.2.RI.3.8		Describe how reasons support specific points the author makes in a text.			

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<b>Proposed Standard</b> LACC.2.RI.3.8	Clarification	Describe how an author uses reasons to support specific points in a text.	X	X	
<b>Current Standard</b> LACC.3.L.1.1		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 (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.			
<b>Proposed Standard</b> LACC.3.L.1.1	Preface to Cursive Writing and Clarification	Adding a new sub standard as A, pushing all other sub standards down one letter. A. Demonstrate beginning cursive writing skills.  In substandard C, add additional examples of abstract nouns: childhood, friendship, courage.	X		X

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LACC.3.L.3.6	Teacher	This is not specific. As I teacher I wouldn't know where to begin to teach or assess this standard because it's too vague. How do I gauge grade-appropriate words and phrases? Are we talking about integrating into writing or just speaking. I don't generally assess how my students converse since it is so dependent on family background or speech patterns, or regional differences.			
<b>Current Standard</b> LACC.3.L.3.6		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).			
<b>Proposed Standard</b> LACC.3.L.3.6	Clarification - Grade Appropriate	Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	X	X	
LACC.3.SL.2.5	Teacher	Is this really necessary to create an audio recording? Isn't it enough to have them read orally to the teacher to demonstrate this skill. Schools are often not given the appropriate tools to let the children record and complete this task due to lack of funding.			
LACC.3.SL.2.5	Teacher	Change understandable pace to appropriate pace for content			

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<b>Current Standard</b> LACC.3.SL.2.5		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.			
<b>Proposed Standard</b> LACC.3.SL.2.5	Clarification	Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.	X	X	
<b>Current Standard</b> LACC.4.L.1.1		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>			
<b>Proposed Standard</b> LACC.4.L.1.1	Addition of Cursive Writing	<p>Adding a new sub standard A, pushing down all other sub standards one letter.</p> <p>A. Demonstrate legible cursive writing skills.</p>	X		X

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<p><b>Current Standard</b> LACC.4.L.3.6</p>		<p>Acquire and use accurately 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).</p>			
<p><b>Proposed Standard</b> LACC.4.L.3.6</p>	<p>Clarification</p>	<p>Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>X</p>	<p>X</p>	
<p><b>Current Standard</b> LACC.5.L.1.1</p>		<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>			

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Proposed Standard LACC.5.L.1.1	Addition of Cursive Writing	Adding new substandard A, pushing all other substandards down one letter. A. Demonstrate fluent and legible cursive writing skills.	X		X
Current Standard LACC.5.L.3.6		Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
Proposed Standard LACC.5.L.3.6	Clarification	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	X	X	
LACC.910.L.1.2	Teacher	More emphasis on spelling correctly			
LACC.910.L.1.2	Teacher	perhaps seems so uncertain. Perhaps adding "and a conjunctive adverb if appropriate" would convey the meaning better..			
Current Standard LACC.910.L.1.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.			



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<p><b>Proposed Standard</b> LACC.910.L.1.2</p>	<p>Clarification</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>	<p>X</p>	<p>X</p>	