

**Policy 2520.1A, West Virginia College- and Career- Readiness Standards for English Language Arts
Comment Log**

May 13, 2020 – June 12, 2020 Comment Period

21 distinct commenters provided a total of 63 comments.

- Community Member: 3
- Other: 20
- Parent-Family: 8
- Professional Support: 1
- Teacher: 31

Action

A/S Comment was accepted and supports the proposed policy.

A/C Comment was accepted and resulted in changes to the proposed policy.

N Comment was not accepted.

Date	Commenter	Comments	Action	Rationale
§126-44AA-1. General.				
2020-05-14 09:49:37	Brian O'Neel Charleston WV	First, make the ding dang PDF searchable. For crying out loud, its not hard.	N	Comment not related to Policy 2520.1A revisions.
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	I appreciate all of the front matter, but I needed a place for my general comments. I appreciate these standards because they are the best ELA standards of my career, and I appreciate the efforts made to clarify and enhance them in this revision. Thanks for all you do.	A/S	
2020-05-14 12:07:44	Linda Streets Charleston WV	This comment might not be in the correct place. I apologize for that. I do not believe keyboarding should stop after 5th grade. This is a job still that everyone will need and I do not think student learn enough keyboarding in grades K-5 to be proficient.	N	Response 1: Students are utilizing technology at younger ages now than in the past. Keyboarding is addressed in the Policy 2520.14 - West Virginia College-

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		<p>In fact, I beleive keyboarding should be taught all the way through school to senior year. Thank you.</p>		<p>and Career-Readiness Standards for Technology and Computer Science in grades 3, 4, and 5: T.3-5.4 Learn proper keyboarding te In addition to the specific standard for keyboarding skills in the technology policy that allow students to master the skills in grades 3-5, students will continue to utilize and refine those skills as they work with digital communication and presentation tools across all content areas and grade levels. For example in mathematics at the elementary level students must be able to count to 100 by ones and tens. Students will use that mathematical skill for the rest of their school years in content areas other than mathematics, and all content area teachers will provide support for students in the mastery of that skill along the way and will reteach if necessary. However, to repeat that mathematics standard in every content area at every grade level would create redundancy. The same would be true with keyboarding as students utilize a variety of computer science and technology skills throughout their school career.</p>
<p>2020-05-14 18:15:52</p>	<p>John Blair Scott Depot WV</p>	<p>Absolutely support cursive being taught. I think it is a shame that many of young adults cannot even read the documents that our founding fathers wrote. I know that many people appreciate Shakespeare, and I do not mean to be critical of</p>	<p>A/S</p>	

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		<p>them in the least. However, if it is necessary to sacrifice something in order for the teachers to have the opportunity to teach cursive, I personally have no qualms in eliminating the Shakespeare portion of the curriculum.</p>	N	<p>Decisions about curriculum, such as authors or texts chosen for study, are made at the classroom level. The decision to remove the explicit reference to Shakespeare provides educators with greater autonomy in selecting curriculum and should not create a need to sacrifice curriculum.</p>
<p>2020-05-15 10:49:25</p>	<p>Michael J. Romick Teacher Wheeling Park High School Wheeling WV</p>	<p>To not include the requirement of students having to study one Shakespeare play and one play by an American dramatist, would be doing our students a great disservice. Drama is a wonderful genre in literature and to ignore it (which is what not requiring it does) would place our students at a distinct disadvantage and hamper their intellectual growth and their ability to better understand literature as a whole.</p>	N	<p>Response 2: Beginning in 3rd grade, the ELA standards provide multiple, yearly opportunities for students to learn about the language, structure, and beauty of drama as a form of literary text. Evidence of these learning opportunities can be observed explicitly in 3rd through 12th grade in Standards 2, 3, 7, 8, 13, and 38 and implicitly through the remaining standards emphasizing reading or writing literary text. The removal of examples and the one specific reference to one Shakespearean work and one American work in Standards 7 and 13 in grades 11 and 12 does not decrease the amount of opportunities provided in the ELA standards for students to study drama, Shakespeare, or American authors. Mirroring the removal of other text titles throughout the policy, this revision provides greater teacher autonomy in the selection of dramas and other literary works for student study. Instructional resources, such as texts, are adopted at the county level. As the instructional leader of their classrooms, teachers are</p>

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				best suited to make curricular decisions to meet the learning needs and interests of their students including which authors and texts to study.
2020-05-15 15:34:15	Karen Ebert Library-Media Specialist Suncrest Middle School Morgantown WV	Since I do not know why the box below includes library-media with the Career Exploration heading, I am posting my comments regarding the Career Exploration portion of 2520 in this box. Having been assigned to teach careers in the past at our middle school, I have some basis for my comments. We had several teachers teaching Career Exploration at the same time. The program would have been much more effective to have assigned this role to only one teacher. Having multiple teachers prevented continuity and cohesiveness between grades and even within one grade level. Having multiple teachers also created duplication of effort and often needless repetition. For example, when having a new class in a new year, some students had already taken certain surveys and profile tests, while others had not. Some had heard a certain speaker already. To repeat, one person at the school needs to take sole responsibility for all Career Exploration education. In addition, care needs to be taken when suggesting and creating modules and individual lessons. So many of the lessons already available require resources which many schools do not have, such as a career lab or technical education spaces. I know they have updated some of their offerings, but this was a problem with many of the links to lessons within CFVV. And though CFVV is an excellent resource, one person needs to be trained, in charge, and aware of how CFVV is used	N	Curricular resources, such as programs provided by CFVV, and how to implement them are local level decisions and are not included in Policy 2520.1A.

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		throughout the entire school. Again, it is a powerful resource, but CFWV is not used effectively when handled piecemeal by multiple teachers. Im sure this applies to many other analytical and information career resources as well.	
2020-05-18 09:29:13	Steven B. Yates Huntignton WV	Think about the last time you wrote a document, or sent correspondents to an individual in your professional career. Now, consider how you sent that correspondents. It was likely by email, text message maybe. While cursive is a skill to be learned, it is not a skilled used on a regular basis, I can remember the last time I wrote in cursive. Print is clearer, and more precise, not only for my ability to read it, but for others as well. What I do use on a regular basis, is technology, I write to people via a computer, typing. It seems unusual to have cursive be taught longer than the clearly more used skill of typing. The ability to type is inline with current, and future technological needs. Operating, and using technology must be a forefront of the educational requirements. Not old techniques, like cursive.	See Response 1. Response 3: The progression from printing to cursive or joined italics has been present in the Foundations domain of the WVCCRS for ELA from kindergarten through grade 4 since their adoption in 2016. The expansion of this standard through grade 8 in the current standards provides students who have not already mastered cursive or joined italics with opportunities for instruction or continued practice while allowing students who have already mastered the skill to demonstrate their mastery by simply taking notes or writing assignments in cursive or joined italics. Handwritten notes are beneficial to students as they force the writer to summarize what they hear and think at a higher level about what to capture since they are unable to write every word as they may with typing. Some studies even note the improvements in areas of retention and comprehension when notes are handwritten. In some cases, new technology phases out the need for keyboards by relying on predictive

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				handwriting recognition for input. The ability to write in cursive provides students with a greater fluidity of thought and brings an automaticity to personal expression, and the ability to read cursive writing, a byproduct of being able to write in cursive, provides students with an important skill in grades 6-12 as they encounter multiple foundational and primary documents written in cursive or joined italics. As with all WVCCRS, Literacy Foundation Standard III is a year-end goal.
2020-05-19 13:24:09	Robin L. Godfrey former 1-room school teacher; retired lawyer; parent of 3 public school grads Charleston WV	Im commenting on the proposal to eliminate Shakespeare and an American play from public school curriculum. (The Shakespeare proposal is in ELA.T.7, p `124.) Want to know why immigrants children are doing so well? Because of the dumbing down in this country, including this proposal. It is clear from the body politic that fewer nastive-born people are actually READING news sources. English skills and standards need to be INCREASED, not diminished. Please DO NOT eliminate these two requirments. To do so is a hare-brained (yes, like the rabbit---not hair-brained) idea. Thank you.	N	See Response 2.
§College- and Career-Readiness Indicators for English Language Arts Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	I appreciate the wording of the indicators.	A/S	
§College- and Career-Readiness Standards for Library Media Comments				

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2020-05-22 11:57:13	Karen Ebert Library-Media Specialist Suncrest Middle School Morgantown WV	I've looked over the proposed library-media standards in Policy 2510.1A. I like the way the standards build from grade band to grade band with common wording throughout all grade levels, but with more demands in thinking and application as the student progresses. I see that they reflect AASL (American Association of School Libraries) standards - whether intentional or unintentional. And it appears that if an LMS desires, AASL standards could be pulled and tied into the proposed standards quite naturally. I also like the fact that they are at the same time specific as far as what students should take away conceptually, but broad enough that the LMS can develop lessons and projects relevant to the curriculum at their own school.	A/S	
§Creative Writing and Reading Comments				
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Would this course replace the 11th or 12th grade English requirement?	A/S	The Creative Writing and Reading Standards are aligned to the standards for Grade 12. WVBE Policy 2510 designates Creative Writing and Reading as a fourth course option. However, it is a county level decision to offer the course as a fourth course option.
§English Language Arts - Grade 1 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the highlight chart and objective still refers to opinion as opposed to argumentative.	A/C	Response 4: Standard 20 for kindergarten through grade 5 targets skills in opinion-based writing which progresses to argumentative writing development in grades 6-12. The introductory paragraph for kindergarten through grade 5 has been updated to reflect the correct term "opinion".

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2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S					
2020-05-28 09:00:50	Ben Hop Parent Home HEDGESVILLE WV	<p>There is a huge jump from K to 1st grade for writing and little difference from 1st grade to 2nd grade. In K students could use a combination of words and drawings to convey ideas, but now the new standards for 1st grade say to</p> <ul style="list-style-type: none"> -write opinion and informative pieces by introducing a topic, supplying facts and reasons, and providing a sense of closure. -write narratives with appropriate sequences, including details, transitional words, and a sense of closure -participate in shared research and writing <p>The students need more time to transition first from writing words and drawing to convey ideas to developing full sentences and paragraphs before writing full opinion and informative pieces and narratives.</p> <p>Look at the writing standards for 1st, 2nd, and 3rd grade I don see a sequence of building writers. It is simply cramming similar writing standards for all of the grades and not paying attention to how we can develop and building writing skills.</p>		<p>The WVCCR Writing standards in the Text Types and Purposes cluster focus specifically on the development of opinion/argumentative, informative/explanatory, and narrative text types that students will methodically build from Kindergarten through grade 12. The standards describe the end of the year goal for students and are built with the understanding that teachers will scaffold instruction to connect one grade level’s expectations to the next. Because the different text types develop in similar ways at each grade level, standard 20 on opinion writing will be used below as an example. The discrete differences between grade level standards can be seen by looking at one standard across all grade levels:</p> <table border="1" data-bbox="1392 1024 1890 1414"> <tr> <td data-bbox="1392 1024 1528 1312">ELA.K.20</td> <td data-bbox="1535 1024 1890 1312">Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book.</td> </tr> <tr> <td data-bbox="1392 1317 1528 1414">ELA.1.20</td> <td data-bbox="1535 1317 1890 1414">Write opinion pieces by introducing the topic or name of the text being</td> </tr> </table>	ELA.K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book.	ELA.1.20	Write opinion pieces by introducing the topic or name of the text being
ELA.K.20	Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book.							
ELA.1.20	Write opinion pieces by introducing the topic or name of the text being							

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					discussed, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.
				ELA.2.20	Write opinion pieces by introducing the topic or text being discussed, stating an opinion, supplying reasons that support the opinion, using linking words to connect opinion and reasons, and providing a concluding statement or section.
					Assuming that incoming first graders are able to demonstrate the skills described in ELA.K.20, first grade teachers will have to progress to their standard incrementally by meeting students where they are and layering instructional pieces. Depending on the teacher's chosen curriculum, students may work with one component at a time such as stating their opinion or supplying a reason before attempting all pieces of the text required. In addition, the transition from Kindergarten to first grade will have a gradual fading of drawing and dictating to primarily writing. The standard does not imply that these forms of writing drop immediately in first grade.

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				While the standards in first and second grade may appear to be more similar than the Kindergarten and first grade standards, the second grade standard elevates the text components that began in Kindergarten and grade 1. For example, in second grade students begin supplying multiple reasons while using linking words to connect these to the original opinion. Students are also expected in second grade to firmly conclude their writing while they only have to supply a sense of closure in first grade.
§English Language Arts - Grade 2 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the highlight chart and objective still refers to opinion as opposed to argumentative.	A/C	See Response 4.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	
§English Language Arts - Grade 3 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the highlight chart and objective still refers to opinion as opposed to argumentative.	A/C	See Response 4.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	

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§English Language Arts - Grade 4 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the highlight chart and objective still refers to opinion as opposed to argumentative. Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/S A/C	See Response 4. Response 5: Revision was made to remove bullets and create a more concise and clear learning target. Standard 28 for grades 4 through 12 and Standard 22 in Transition for English for Seniors now reads: Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	
§English Language Arts - Grade 5 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the objective still refers to opinion as opposed to argumentative. Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards draw evidence ...	A/C A/C	See Response 4. See Response 5.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	
§English Language Arts - Grade 6 Comments				

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2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	
§English Language Arts - Grade 7 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor pf practicing cursive.	A/S	
2020-05-15 09:26:06	Lara Parsons Teacher Ohio County Schools Wheeling WV	As a 7th grade teacher for more than 20 years, I can say that handwriting standards have no place in a 7th grade classroom. Many districts are moving to a 1:1 platform. Like it or not- computers and digitally created works are the norm and here to stay. Including cursive handwriting standards in any middle school grade is asinine. Developmentally 13 and 14 year olds have acquired those fine motor skills cursive writing targets. If a 7th or 8th grader has not hit those fine motor milestones, then s/he is an outlier in the data and may qualify for other services. Upper middle grades are preparing students for high school. Many teachers at the middle levels have secondary education degrees and are not elementary teachers. Requiring	N	See Response 1. See Response 3.

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		handwriting as a middle school standard seems silly; especially when one looks at standard 7.25, which is creating and distributing digital content.		
2020-05-15 15:48:04	Carla Grady Letart WV	"ELA 7.III Handwriting-write fluidly and legibly in cursive or joined italics." This standard is no longer a critical skill in our society and is not expected to become a critical skill in the future careers for which we are preparing our students. Time and effort should be devoted to preparing our students for the workforce of the future. This no longer includes cursive writing. Evidence may be found in the electronic signature options for U.S. Federal Government documentation such as tax returns and FAFSA. A customer can obtain a mortgage to purchase a home with an e-signature (no cursive required). A global marketplace will not demand cursive signatures. If one wishes this to be taught in the public school, it should be included as an art standard. While cursive writing had its place in the history of our nation, it no longer warrants the status of ELA standards for middle school instruction. There have been other skills, such as sewing and short-hand, which were allowed to fade away from our education system due to irrelevance in the workforce. Cursive writing should as well.	N	See Response 3.
§English Language Arts - Grade 8 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.

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2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of practicing cursive.	A/S	
2020-05-15 11:05:23	Candace Bippus Teacher Ohio County Schools Wheeling WV	What is taught in earlier grades needs to be reinforced in the upper grades. In a copy-and-paste world students need to find their individual voices and mode of expression. There is an art to writing and the slower pace of writing aides the student by giving them time to organize their thoughts helping them to give a better/more complex rendering of their ideas.	A/S	
2020-05-15 15:48:04	Carla Grady Letart WV	"ELA 8.III Handwriting-write fluidly and legibly in cursive or joined italics." This standard is no longer a critical skill in our society and is not expected to become a critical skill in the future careers for which we are preparing our students. Time and effort should be devoted to preparing our students for the workforce of the future. This no longer includes cursive writing. Evidence may be found in the electronic signature options for U.S. Federal Government documentation such as tax returns and FAFSA. A customer can obtain a mortgage to purchase a home with an e-signature (no cursive required). A global marketplace will not demand cursive signatures. If one wishes this to be taught in the public school, it should be included as an art standard. While cursive writing had its place in the history of our nation, it no longer warrants the status of ELA standards for middle school instruction. There have been other skills, such as sewing and short-hand, which were allowed to fade away from our education system due to irrelevance in the workforce. Cursive writing should as well.	N	See Response 3.

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2020-05-15 17:49:23	Toni Poling Teacher and Teacher Education Coordinator Fairmont WV	As a member of the committee who worked on the revision of these standards, we intentionally removed the titles of individual works in order to provide more flexibility in curricular decisions at the local level. However, it appears we missed one. In ELA.8.14 we unintentionally left in "such as the Bible" in the standard. Currently it reads "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible..." It was the intention of the committee to remove specific examples. The phrase "such as the Bible" should have been removed with the other examples.	A/C	For consistency, the reference was removed from the document like all other references to specific works or authors.
2020-05-18 11:44:40	Kirstin Sobotka Middle School Literacy Academic Specialist Cabell County Schools Huntington WV	In standard 8.14, the example of religious texts ("such as the Bible") should be omitted since other specific text examples for genre have been removed in all relevant/ applicable standards. This seems as though this specific examples was just simple overlooked during the review.	A/C	For consistency, the reference was removed from the document like all other references to specific works or authors.
§English Language Arts - Grade 9 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 14:45:00	Lori Zyla Teacher Parkersburg High School Parkersburg WV	These changes, specifically those no longer requiring the teaching of Shakespeare or American drama in our ELA classes, will serve to further diminish the students' development of critical thinking and problem-solving skills. While focusing on "skills" alone is important, in the real world, students will need the ability to apply skills within a	N	See Response 2.

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		context. Teaching skills without context does little good. Let's not go back to "worksheet and repeat" style learning. There are many skills that can and should be taught while maintaining an exposure to many styles of literature. Students must be taught to interpret and analyze many forms of communication.	A/S	
2020-05-14 18:16:54	Polina Blair LA Teacher Scott Depot WV	In favor of cutting back on Shakespeare, maybe limit to overview and general impact on English language.	N	See Response 2. Revisions to high school standards reemphasize importance of studying craft, structure, and language in relation to historical context over the memorization of historical content.
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Drama should be an important part of the standards. As literature, it is that liaison between the written and spoken word. I do fear that removing Shakespeare as an example would be remiss. Some may elect to NOT incorporate him at all which would be a disservice to our students as they study nuances of language.	N	See Response 2.
2020-05-31 14:02:25	LuAnn Wright teacher Kanawha County Schools Charleston WV	The proposed changes are solid and will help guide learning more clearly. I appreciate that these changes are not a major overhaul, but a refinement.	A/S	
§English Language Arts - Grade 10 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 14:45:00	Lori Zyla Teacher Parkersburg High	These changes, specifically those no longer requiring the teaching of Shakespeare or American drama in our ELA classes, will serve to further	N	See Response 2.

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	School Parkersburg WV	diminish the students' development of critical thinking and problem-solving skills. While focusing on "skills" alone is important, in the real world, students will need the ability to apply skills within a context. Teaching skills without context does little good. Let's not go back to "worksheet and repeat" style learning. There are many skills that can and should be taught while maintaining an exposure to many styles of literature. Students must be taught to interpret and analyze many forms of communication.	A/S	
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Drama should be an important part of the standards. As literature, it is that liaison between the written and spoken word. I do fear that removing Shakespeare as an example would be remiss. Some may elect to NOT incorporate him at all which would be a disservice to our students as they study nuances of language.	N	See Response 2.
2020-05-18 09:19:16	Carter T. Seaton Huntington WV	Studying Shakespeare should not be discontinued! His works are some of the finest examples of English literature ever written. He deals with every facet of the human experience: love, hate, jealousy, envy, greed, etc. That is why his works have stood the test of time. I urge you to continue teaching this master of the art of writing.	N	See Response 2.
§English Language Arts - Grade 11 Comments				
2020-05-14 09:49:37	Brian O'Neel Charleston WV	I have an idea! Lets make public education in West Virginia even more of a laughingstock in the mind of the entire planet by taking away the requirement to read one -- just one -- measly Shakespeare play. Yeah, thats the ticket! Shakespeare is arguably the foundation of Western literature and thus our culture. No playwright has	N	See Response 2.

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		<p>had his works produced more, either as plays or as movies. No artist has had such an incredible impact. So many of the idioms we use, so many of our ideas and words we employ, they come from this mans pen.</p> <p>Whenever I read his works, I am amazed by how much he has influenced us ... and how perfectly he *nailed* human nature.</p> <p>Do as I did: Watch the movie "Julius Caesar" with Marlon Brando. Sure, without notes, its hard to get some of the language, but what you do get is just how true to life this is. "Julius Caesar" isn about a moment in time. Its about you. Its about me. Its about all of us. And you would steal this from our progeny, our *future*?</p> <p>To rob -- yes, rob -- our children of their cultural patrimony, to leave them deficient relative to their peers around the nation (and indeed the Western world) by taking the opportunity to read just one -- one -- play away from them is criminal.</p> <p>As just a small sampling, think of the following:</p> <p>To be or not to be ... Alls well that ends well Heart of gold. "The kings a bawcock, and a heart of gold, a lad of life, an imp of fame, of parents good, of fist most valiant." – ... Kill with kindness. ... Laughing stock. ... Wild-goose chase. ...</p>		
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		<p>Green-eyed monster. ... Lie low. ... Faint-hearted. ... Apple of my eye.</p> <p>Why would you, by an act of thievery, take away from our children the opportunity to know who they are in a cultural sense? Why steal from them "the language" of our culture and give them a common, even ground with people around the world? Why put them even *further* behind.</p> <p>As a former English major, I admit I am biased. But I'm biased because I know how much richer reading, watching, and enjoying I am because I had to read these wonderful, entertaining plays. And because I didn't have to labor under the genius plans of the West Virginia Department of Education. God save us from such solons.</p> <p>What genius thinks up such a plan? He, she, or they should be fired and immediately.</p> <p>I close with a personal reflection: My daughter just moved here and will enter high school this fall. I wanted to give her the choice between the Catholic high school and the public school. We have not made our decision. However, if you remove this requirement, you will have made the decision for this. I realize it is only one student and thus one stream of income. In today's economic situation, though, can you afford to lose even one?</p> <p>Please, please, please don't do this. Please. It would</p>		
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		be a travesty. Don make West Virginia education even more disreputable than it is even today.		
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 14:45:00	Lori Zyla Teacher Parkersburg High School Parkersburg WV	These changes, specifically those no longer requiring the teaching of Shakespeare or American drama in our ELA classes, will serve to further diminish the students' development of critical thinking and problem-solving skills. While focusing on "skills" alone is important, in the real world, students will need the ability to apply skills within a context. Teaching skills without context does little good. Let's not go back to "worksheet and repeat" style learning. There are many skills that can and should be taught while maintaining an exposure to many styles of literature. Students must be taught to interpret and analyze many forms of communication.	N A/S	See Response 2.
2020-05-15 10:49:25	Michael J. Romick Teacher Wheeling Park High School Wheeling WV	To not include the requirement of students having to study one Shakespeare play and one play by an American dramatist, would be doing our students a great disservice. Drama is a wonderful genre in literature and to ignore it (which is what not requiring it does) would place our students at a distinct disadvantage and hamper their intellectual growth and their ability to better understand literature as a whole. As an 11th grade English teacher, I can attest that my students truly enjoy reading The Crucible. It helps them to better	N	See Response 2.

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		understand literature, history, and the importance of social commentary.		
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Drama should be an important part of the standards. As literature, it is that liaison between the written and spoken word.	A/S	See Response 2.
2020-05-18 09:19:16	Carter T. Seaton Huntington WV	Studying Shakespeare should not be discontinued! His works are some of the finest examples of English literature ever written. He deals with every facet of the human experience: love, hate, jealousy, envy, greed, etc. That is why his works have stood the test of time. I urge you to continue teaching this master of the art of writing.	N	See Response 2.
2020-05-28 09:00:50	Ben Hop Parent Home HEDGESVILLE WV	The changes to the 11th grade standards are appropriate and are more balanced. However, how does the state assessment (SAT Essay) meet these standards?	A/S	An alignment study was conducted to align The SAT School Day assessment with the current WV ELA, math and science standards. Without changes being made to the content of the standards in ELA, the alignment of SAT School Day to the new standards will not change.
§English Language Arts - Grade 12 Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	Beginning with Grade 4.28 and continuing throughout the following grades, consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.
2020-05-14 14:45:00	Lori Zyla Teacher Parkersburg High School Parkersburg WV	These changes, specifically those no longer requiring the teaching of Shakespeare or American drama in our ELA classes, will serve to further diminish the students' development of critical thinking and problem-solving skills. While focusing	N	See Response 2.

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		on “skills” alone is important, in the real world, students will need the ability to apply skills within a context. Teaching skills without context does little good. Let’s not go back to “worksheet and repeat” style learning. There are many skills that can and should be taught while maintaining an exposure to many styles of literature. Students must be taught to interpret and analyze many forms of communication.		
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Drama should be an important part of the standards. As literature, it is that liaison between the written and spoken word. I do fear that removing Shakespeare as an example would be remiss. Some may elect to NOT incorporate him at all which would be a disservice to our students as they study nuances of language.	A/S N	See Response 2.
2020-05-18 09:19:16	Carter T. Seaton Huntington WV	Studying Shakespeare should not be discontinued! His works are some of the finest examples of English literature ever written. He deals with every facet of the human experience: love, hate, jealousy, envy, greed, etc. That is why his works have stood the test of time. I urge you to continue teaching this master of the art of writing.	N	See Response 2.
2020-05-28 15:22:59	Amy Stewart English Teacher Wood County Technical Center Parkersburg WV	My comment applies to ELA 9-12. I particularly appreciate the deletion of the examples on ELA 12.7-10. While I will still teach using Shakespeare, foundational documents, and the listed literary terms, I do believe there are many relevant and rigorous ways to teach those standards and the example paragraphs can become prescriptive and limiting for teachers. Removing the examples allows the teachers as curriculum developers to embrace rigor and relevance to the students in their class at that time.	A/S	

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§English Language Arts - Kindergarten Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	The introductory comments for elementary grades refers to an even distribution of argumentative, informational, and narrative, but the highlight chart and objective still refers to opinion as opposed to argumentative.	A/C	See Response 4.
§Library Media 6-8 Comments				
2020-05-14 09:49:37	Brian O'Neel Charleston WV	O'Neel	N	
2020-05-15 10:49:25	Michael J. Romick Teacher Wheeling Park High School Wheeling WV	Romick	N	
2020-05-19 13:24:09	Robin L. Godfrey former 1-room school teacher; retired lawyer; parent of 3 public school grads Charleston WV	Godfrey	N	
§Numbering Standards Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	I appreciate the numbering of standards, so teachers can easily refer to vertical progressions.	A/S	
§Repeal of Policy 2520 17, Library Media Content Standards and Objectives for West Virginia Schools Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle	I appreciate the repeal of this policy and its inclusion as an elective set of standards for ELA.	A/S	

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	School Maysel			
§Technical English Language Arts Comments				
2020-05-16 07:21:50	Heidi Zumbrunnen English Department Chair Ohio County Schools Wheeling WV	Would this course replace the 11th grade or 12th grade English requirement?	A/S	The Creative Writing and Reading Standards are aligned to the standards for Grade 12. WVBE Policy 2510 designates Creative Writing and Reading as a fourth course option. However, it is a county level decision to offer the course as a fourth course option.
§Transition English Language Arts for Seniors Comments				
2020-05-14 11:44:57	Mary Ann Triplett Retired Curriculum Facilitator Clay County Middle School Maysel	ELA.T.22 Consider revising to eliminate bullets - Applying grade level reading standards, draw evidence ...	A/C	See Response 5.