

January 8, 2016 ELA Standards – Comments by Oklahoma Stakeholders

Name	Organization/Role	Criteria	Comment
Clevetta Gray	Muskogee	Rigor	Love that Pre-K is added to the document alignment
Clevetta Gray	Muskogee	Clarity	Love, Love, love the vertical alignment
Clevetta Gray	Muskogee	Focus	The included writing focus is an added play. Thanks for doing this.
Randy Rader	Enid	General	In reading foundations – I really like the bold statements at the bottom that address the look of mastery in upper grades. It states that teachers have to teach these in 3 rd , 4 th , if not mastered. I would like that statement to be for 5 th grade as well.
Susan Wolfrom	Glenpool	Rigor	Vertical alignment and increased rigor through grades- excellent
Susan Wolfrom	Glenpool	Clarity	Appreciate the changes made in formatting – much clearer
Susan Wolfrom	Glenpool	Progression	Appreciate the standards are not repeated in grade levels. Better defines grade level mastery.
Susan Wolfrom	Glenpool	Focus	Very excited about bundling
June Gerred	Glenpool	Clarity	With few question related to “presented in easy-to-use format that is accessible to the general public.”
Bill Vann	Chickasaw Nation	Rigor	They appear to represent the content standards, but only time will tell.
Bill Vann	Chickasaw Nation	Clarity	Easy to read and understand
Bill Vann	Chickasaw Nation	Progression	The lay-out of the standards progress in a way that appear to be vertically aligned in an effective manner
Carmen Walters	Guthrie	Rigor	I like the intro for each standard breaking it down with an easier read.
Carmen Walters	Guthrie	Clarity	Putting the 8 overarching ELA standards at the front would be confusing due to the vocabulary being so basic.
Carmen Walters	Guthrie	Measurability	The format side by side with all the grades is awesome!! Apply this to improve math.
Carmen Walters	Guthrie	General	These are great!
Joe Griese	Chickasaw Nation	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus)
Tawn Rundle	Merritt	General	Really like the glossary and banded strands between grades. Seems more specific at each grade level that haven’t had this before – like this!

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Ben White	Chickasaw Nation	Progression	The verbiage was a little confusing at first, when reading across grade levels. We expect to see more changes when crossing grade levels.
Shannon Thompson	Moore	Rigor	Love the writing integration.
Shannon Thompson	Moore	Clarity	Love the grade level alignment – grammar supplement is helpful.
Shannon Thompson	Moore	Measurability	Does not seem as easy to measure as math.
Shannon Thompson	Moore	Progression	Yes to writing progression
Paula Kedy	Ada	Clarity	Please note *page 43 should say “students will write” *page 54 9.5.R.1 parallel structures and various types *page 60 10.6.W.3 - awkward
Paula Kedy	Ada	Progression	In some cases it seems that there is not enough delineation between 11 th and 12 th grade
Paula Kedy	Ada	Focus	The genre guidance is excellent!
Cindy Schmidt Mickey Edwards	Chickasha	Clarity	We love having reading and writing side by side
Cindy Schmidt Mickey Edwards	Chickasha	Progression	Appreciate the vertical alignment and instruction on how to
Cindy Schmidt Mickey Edwards	Chickasha	Focus	Love Employability Skills
Cindy Schmidt Mickey Edwards	Chickasha	General	Appreciate the glossary and all the helps – genre guidance, text complexity, etc. Great work! Thank you so much! Any help with transitioning will be appreciated. We will be happy to host if we have a large enough facility.
Chad Coomer	Glenpool	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus)
Natalie Hutto	Tulsa	Rigor	I think the repetition and lack of grade level complex text weakens
Natalie Hutto	Tulsa	Measurability	“Will begin” and “show interest” “develop an awareness” are
Natalie Hutto	Tulsa	Progression	Many repeat exact same expectations. Main idea 2 nd is more
Natalie Hutto	Tulsa	Focus	Lexile expectations would increase this. Many specific finds &
Lisa Mueller	Jenks	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus)
Debbie Burchfield	Jenks	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus)
Melony Carey	Muskogee	Rigor	Excellent! “Do the standards represent content and cognitive demand necessary for students to succeed in quality high-growth jobs?” Will we be getting these? Not being facetious, just asking because we need them!

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Melony Carey	Muskogee	Clarity	Superior!
Melony Carey	Muskogee	Measurability	It seems like a lot to measure – 2 nd will require a quality blueprint to know how much focus should be placed on each sub-standards
Melony Carey	Muskogee	Progression	Excellent! I just do have a question as to why 11 th and 12 th grades are the same in many instances. It seems like 12 th should have wording about “on par with pre-college level work or industry standard”.
Melony Carey	Muskogee	Focus	8 standards will a cross walk be done to help teachers understand the difference between these OAS and PASS? And it would be amazing if the Regents cross-walked it with the ACT again.
Melony Carey	Muskogee	General	Awesome job! Thank you to everyone!!
Lance Crawley	Broken Arrow	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus) Grammar Guide is an interesting inclusion. Just wondered why Parent Guide for standards because standards are written for professionals using them.
Amy Bixler	Commissioner for OEQA Piedmont	General	Parent Communication Guide explaining the standards Thank you for your immense work!
Patty Balenseifen	Putnam City	Clarity	LOVE the glossary, grammar supplement, genre guidance and college & career readiness reading levels.
Patty Balenseifen	Putnam City	Measurability	Will there be a writing rubric (consistent)?
Patty Balenseifen	Putnam City	Progression	Lexile Reader measures by grade is genius with the connection to careers!!
Kathy Dunn	Mid-Del	Rigor	The “Rigor” of the outcome is articulated throughout the grades.
Kathy Dunn	Mid-Del	Progression	Vertical & horizontal alignment are important. In this document each standard/objective is critical in the progression. Even a research project.
Kathy Dunn	Mid-Del	Focus – Manageable	It seems more than Marzano’s research would find manageable for one year but we will need to teach it a few years to fully judge this.
Kathy Dunn	Mid-Del	Focus	Love the Lexiles as a way to keep our focus on outcomes! Yes! Yes!

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Kathy Dunn	Mid-Del	General	<ol style="list-style-type: none"> 1. Love the statement on p. 28 & 30, etc. Would love to see that throughout the document because it gives direction & permission to assess - reteach - assess- reteach – to mastery regardless of the child’s learning timeline. 2. Glossary so very well done! 3. Research paper written in the document will benefit students. 4. I’m excited to learn more about the employability skills section. I’ve never seen this in a standards document. 5. Also love the Lexile chart to give all stakeholders a quantifiable goal of an outcome that would be meaningful for students.
Amy Fichtner	Owasso	Rigor	The integration of grade level appropriate skills is well written. It seems that the clarity and sequencing leads to teachers and students knowing what is expected in each grade. However, the composite of all K-12 standards ensures a rigorous outcome.
Amy Fichtner	Owasso	Clarity	<p>“General Public”</p> <p>Value of Parent Guide: If a patient is diagnosed with congestive heart failure, he/she will receive a patient guide. However, the actions and direction is for the medical staff and will be written in more technical language. A parent guide would assist families, but the standard can remain worded in educational language for professional that espouse best practices.</p>
Amy Fichtner	Owasso	Measurability	Language is clear, some technical language may be confusing for parents but the audience is educators. A parent guide would be an asset.
Amy Fichtner	Owasso	Progression	Changes from the original standards proposed reflect a clear progression of skills and input of practitioners.
Amy Fichtner	Owasso	Focus	Once teachers focus on the new standards and become comfortable with their scope, there will likely be relief at the clarity they provide
Gay Washington	Stillwater	Rigor	Yes, the EC expectations are a great example of increased rigor and clarity. These foundational skills will impact student learning for life.
Gay Washington	Stillwater	Clarity	Yes – meets rubric.
Gay Washington	Stillwater	Measurability	Yes, we will need to work with our preservice and current teachers in identifying ways to measure the skills through observation and differentiating tasks.
Gay Washington	Stillwater	Progression	Yes, the clustering of grades will benefit teachers developing their instruction.

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Gay Washington	Stillwater	Progression	Yes! Thank you! The reading foundations standards are well written and easily understood. New teachers as well as veteran teachers often need this guidance.
Gay Washington	Stillwater	Focus	Yes. This information is valuable to teachers and students/parents.
Priscilla Griffith	OU Writing Project	Rigor	I have brief comments on p. 58 of copy #32.
Priscilla Griffith	OU Writing Project	Clarity	The preface is helpful. I made comments on #32
Julie Collins	UCO – Reading Chair	Rigor	Post-it comments on ELA copy #33
Julie Collins	UCO – Reading Chair	Clarity	Wonderful work on the formatting!!! I would like to see some places numbered to keep the vertical alignment between grade levels.
Julie Collins	UCO – Reading Chair	Measurability	Yes but some include classroom observations and formative assessments – not just for summative.
Julie Collins	UCO – Reading Chair	Progression	I would really like to see the foundational skills at the beginning of Standard 2.
Carole Kelley	OPSRC	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus) See page 54 – grammar/passive voice, etc. probably need to be reiterated after the 8 th grade. Thanks!
Shelbie Witte	OSU Writing Project	Rigor	Notes on Copy #36
Shelbie Witte	OSU Writing Project	Progression	Yes, there are still some grade levels where the similarities might cause confusion in vertical alignments for districts.
Shelbie Witte	OSU Writing Project	Focus	The genre resource at the end should be expanded between 8 th and English IV.
Lynn Barnes	OKCPS	Rigor	K.2>PC.6 is same as 1.2 PC.4, 1.2. PWS.1, too low. Low level in foundations and critical reading in early grades will leave holes for later grades.
Lynn Barnes	OKCPS	Clarity	Repetition made it difficult to see the flow from grade to grade. Dividing each standard into Reading and Writing appears to isolate rather than integrate.
Lynn Barnes	OKCPS	Measurability	With so much repetition, it will be difficult to establish metrics and authentic measurement.
Lynn Barnes	OKCPS	Progression	Progression was unclear with so much repetition – how can the # be streamlined?
Lynn Barnes	OKCPS	Focus	Way too many standards within each section of R & W
Lynn Barnes	OKCPS	Focus	Early literacy left gaps, middle grades had lots of repetition and HS seemed higher level.

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Lynn Barnes	OKCPS	General	Guiding Principles in front were written about standards. Should they be written about Literacy?
Nick Clayton	School Support	Rigor	The idea of “reports” in Standard 6 should be explained in connection with “credit-bearing college courses without remediation and in entry-level, quality high-growth jobs.”
Nick Clayton	School Support	Measurability	Mostly, but there are subjective terms like “respectfully”...to look at small groups that is not really measurable .
Nick Clayton	School Support	Progression	Standard 8 – Define “single setting” – Is there a time frame for that?
Tina Spence	School Support	Clarity	Like the ability to see grade before and after to ensure preparing for future
Tina Spence	School Support	Progression	Good Progression through the grade levels to increase the rigor. I would suggest you continue standards for 2 nd – 4 th grade instead of noting to apply earlier grades (e.g. page 26 – list the expectations).
Beth Steele	School Support	Rigor	Pre K Needs to be much more rigorous to fully support reading, writing, listening and speaking
Beth Steele	School Support	Progression	For the most part yes, but Pre-K needs more rigor and there are a few other specific sub-standards that could be more rigorous for the most part.
Beth Steele	School Support	Focus	Yes but more in Pre-K
Stephanie Schutt	School Support	Rigor	Nice vertical alignment chart (college and career ready). Are there any other documents/research that could be cross-referenced?
Stephanie Schutt	School Support	Clarity	Nice format that allows reader to see standard overview on each page
Stephanie Schutt	School Support	Measurability	Hopefully in the guidance there will be some strategies on how to measure less obvious standards
Stephanie Schutt	School Support	Progression	Progressions seem well-aligned
Stephanie Schutt	School Support	Focus	Upper grade level may have fewer standards but are higher level
Jan Foreman	School Support	Rigor	Post it note regarding 10.1.R.2
Jan Foreman	School Support	Measurability	Active listening? How will this be evaluated/ More importantly, guidance/support for teachers to encourage active listening
Jan Foreman	School Support	Progression	Appears to be quite a “jump” from 9 th grade to 10 th grade skill set.
Linda Hibbs	School Support	Rigor	Grade level materials? Questionable at PK-5 standards especially at Pre-K and K
Linda Hibbs	School Support	Measurability	These are discrete standards – connections depend on lesson plans
Linda Hibbs	School Support	Progression	Much depends on textbooks used. Pre-K – 5 Grade level is mentioned in genre guidance. That should be made clearer in standards.

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Linda Hibbs	School Support	Focus	Specific amount of content – skills? Could be more comprehensive
Linda Hibbs	School Support	Focus	Emphasis on main idea throughout PK-5. Where are foundational skills?
Jill Shackelford	School Support	Rigor	Concern for rigor of 1 st /primary 2/3
Jill Shackelford	School Support	Focus	Need blueprint to prioritize - especially for primary may appear overwhelming
Beta Noel	School Support	General	“Yes” to each category on Rubric (Rigor, Clarity, Measurability, Progression, & Focus)
No Name		Rigor	Low rigor – weaker in lower grades, foundational skills
No Name		Focus	Could be more comprehensive
No Name		Focus	Need more critical thinking/inferencing at PK-5 level