

Overall Suggestions/Observations for Draft Oklahoma 2015 Academic Standards ELA for Pre-K and K:

- Organization and format of this document is lacking clarity. The desire to link content is understandable, but this format is difficult to follow. It is recommended to reference the organization and format of the 2011 Massachusetts Standards for ELA Pre-K-5 within their Curriculum Framework.
- There is a lack of consistency in the format of the content under the standards. Some sections are delineated by asterisks, others by alphabet letters, while some do not have any delineation.
- In Speaking and Listening Standards, students are asked to engage in collaborative conversations, but this is not supported by suggestions as to how they might engage successfully.
- Informational texts are under-represented in the reading standards. There is a need to provide separate standards for literature and informational texts or at least balance the standards with the reading of literature and the reading of informational texts.
- In some standards, there is a lack of specificity. It would be helpful if more information were provided. For instance, in Pre-K Standard 2 Reading Process/Writing Process under Comprehension, it states, *...students will begin to use pre-reading skills and strategies* but examples of pre-reading skills and strategies are not provided. This is also not provided in K.
- In Pre-K and K, the location of the information in the Critical Reading and Critical Writing Standards seems confusing. Perhaps it would flow better incorporated as part of the Reading and Writing Process.
- Specificity is lacking in phonological awareness as examples of the skills have been omitted in this document for Pre-K, K and Gr. 1. Reference 2011 Massachusetts Standards for ELA Pre-K-5 as well as Oklahoma 2010 PASS document.
- It would seem that the placement of handwriting skills would not be incorporated in the Standard 2, Writing Process for Pre-K and K as it is not part of the prewriting, drafting, revising, editing, and publishing process.
- In Standard 7: Multimodal Literacies, it would add specificity and clarity, to provide examples of *safe behaviors students will be practicing when communicating and interacting with others in all forms of communication.*

Pre-K

Several recommendations for Pre-K were incorporated in the overall suggestions and observations with K. Below are some additional suggestions/observations specific to Pre-K. It is important that these Standards consistently reflect how Pre-K students learn best.

Standard 1: Speaking and Listening

In this Pre-K Standard, it states, *With guidance and support, students will begin to participate in collaborative conversations about prekindergarten topics and texts with peers or adults in small or larger groups.* For Pre-K age students, it is recommended to add **topics of interest** along with prekindergarten topics and texts and also add **during play and daily routines** as well as in large and small groups. Developmentally, Pre-K students need many opportunities to encourage speaking and listening. It is natural that this would occur in their play and daily routines.

Standard 2: Reading Process/Writing Process

See comments in Overall above about pre-reading strategies, phonological awareness, and handwriting.

In the Writing Process, with support and guidance, Pre-K students can begin to use oral discussion, drawing and early writing in the prewriting and drafting process. This could be incorporated in the Pre-K Standard.

Standard 3: Vocabulary

Consider adding, *With support and guidance, will begin to understand and use question words, (who, what where when, why, how)* to this standard.

Under Reading in this Standard, examples would be helpful.

Standard 4: Critical Reading and Critical Writing

Under writing, it would be beneficial to include, **oral language** with *drawing, labeling and dictating to express thoughts and ideas*

Kindergarten

As in Pre-K, several suggestions/observations were previously mentioned in the Overall section. In general, it would seem that information in the Standards overall could go deeper and provide greater specificity and clarity through additional information and examples.

Standard1: Speaking and Listening

This is a section to take a closer look using additional resources to see if additional information might be added.

Standard 2: Reading Process/Writing Process

Several suggestions were discussed above in Overall relating to pre-reading strategies, phonological awareness, and handwriting.

It needs to be mentioned again that Information texts are under-represented in these standards.

Most kindergarteners are still developing their paper/pencil drawing and writing skills, therefore, an important part of their pre-writing process is discussing their ideas. So including **oral discussion** would be important to add to the K Writing Processing information ...*expressing themselves through drawing and emergent writing. Talking, Drawing, Writing: Lessons for our Youngest Learners*, by Martha Horn is an excellent resource. This would be helpful with Pre-K's as well.

Will examples of different levels of writing be included with this document? This is a critical component to provide guidance for teachers.

Standard 3: Vocabulary

Under Reading, examples need to be provided for greater specificity and clarity.

Standard 4: Critical Reading and Critical Writing

Provide more specific information about the discussing and responding to the writing process.

Standard 7: Multimodal Literacies

Under Reading, it states, *Students will use multiple formats of print and digital text*. What are some examples of these?

