

*Overall impressions Oklahoma grades 5-8: Are middle schools grades 5-8 or 6-8? If 6-8, why are the 5<sup>th</sup> standards groups with them?*

- *All of the documents show the same information without much differentiation to include specificity as to what students should know and be able to do. One document needs to show what the essential attributes are to the standard. This helps teachers know exactly what to teach. So when it says context clues, does that mean synonym, antonym, definition, etc.?*
- *The outcome needs to be specific and measureable as well. There are no blueprints to show what would be tested. For example, I may want students to make connections as part of the recursive reading process, but that would probably not be tested unless the test included performance-based measurements.*
- *Genres, text types, mentor/anchor texts are not specifically identified. Is poetry taught in all grade levels? If so, what do students need to know at each grade about poetry besides figurative language?*
- *Specific attributes are needed for standards such as knowing indirect and direct characterization methods when studying characters or perhaps it is a progression from character traits in 5<sup>th</sup> to methods in 6<sup>th</sup> etc...*
- *I think presenting reading and writing together shows that they are inter-related processes. It appears that this is the intent the way the standards are written which is fine. But, there should still be bulleted attributes under each. When those are evident, they should be closely aligned to each other within that particular standard. For example, if I can make meaning of an inferential context clue in reading, I should be able to purposely use specific information in the context of my writing to convey meaning.*
- *The writing process is broken out but not grouped by domains. Are the domains composing, expression, and mechanics? I don't see these indicated.*
- *Clearly delineate the reading process and the strategies used as part of that process. For example, before students read are they expected to preview text, ask questions, make predictions? During reading? After reading? I don't see any specificity.*
- *For standards, 2, 3, 4, and 8, I suggest looking again at the **cognitive verbs**. The verbs signal to teachers the thinking skills kids need to show and use in literacy. Strengthen them.*
- *I vertically jotted notes at 5<sup>th</sup> grade. I looked for progression color-coded grade 6, grade 7, and grade 8.*

Grade 5 Grade 6 Grade 7 Grade 8	Cognition	Metacognitive- Reading/ Writing Strategies	Essential knowledge/Attributes	Measurable	Career and College Readiness
1 Speaking and Listening	engage, acquire, refine, share, ask and answer, participate, contribute	questioning determining appropriateness	ask and answer questions give presentations organize info determine content  Same as 6 <sup>th</sup> except contribute ideas, build on ideas of others, provide evidence for main idea  Matches 7 <sup>th</sup>	using a rubric if suggested or provided  Standard is the same as in 5 <sup>th</sup> .	speaking, collaborating, presenting

In the speaking and listening standard, I am seeking clarity on: Which presentation types? What are suggested lengths, topics, and contents?

- Measured using checklists and rubrics? With writing linked, is the writing scored as well?
- Time frames for presentations? Vague in writing, what kind of writing?
- Should link to standard 4 in writing as well so what they are doing in writing should match expectations in writing for an oral presentation
- If students have to paraphrase and summarize in other strands, they should be able to do it here, too. Suggest that this be added.
- Goes from asking and answering questions to building on/contributing to ideas so there is a progression of learning and expectations
- Give suggestions of print and non-print texts you'd like to see teachers use and kids know

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2 Reading Process Writing Process	provide summarize infer/ conclude analyze identify paraphrase generalize	connect/respond summarize infer	What types of literary and informational texts?  Which genres?  What aspects of reading process?  Define historical, cultural, global perspectives.  What are the attributes of the narrative?  What are the attributes of the opinion mode?  Is paraphrase oral pre- cursor to a written summary?  Will they paraphrase	genre type  providing a summary with MI and details is <u>not</u> <u>the same as being</u> <u>able</u> to identify a summary of text and determine important details in reading  infer/ID evidence write a narrative  write an opinion piece  write an informational piece	ID genre  summarize text MI/details  infer analyze with evidence  writing in “all” modes of discourse

Standard 2			<p>orally, in writing next?</p> <p>What does paraphrase with support look like?</p> <p>What are the attributes of the informational mode?</p> <p>Paraphrase independently and generalize with support.</p> <p>What kind of support? Attributes of informational piece?</p>	<p>write an informational piece</p>	
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Within this the reading and writing process standard, teachers need to know specifically each mode and genre. The standard is measurable but the R/W piece about writing a summary vs. choosing the best one on an assessment is not clear. For example, in writing, the students learn to take important details from reading and collapse them into a summary. In reading, the students have to first determine what the important details are and then be able to determine, when given multiple examples, which statement provides the best summary.

- The writing process is explained.
- The reading process in terms of pre-, during, and post is not delineated along with metacognitive strategies as part of this process.

- The statement “to produce and consume texts” is vague.
- There is a progression in terms of what kids should be able to do.
- The kind of text is not indicated.
- This is the biggest standard where I see a lot of work needed to guide the teachers in types of text and attributes.
- Does one have to know how to paraphrase what is read before creating a summary? What is a paraphrase vs. a summary? I would clarify in bulleted attributes.
- Do the standards clearly indicate the difference between an inference and drawing a conclusion? Wouldn't a 5<sup>th</sup> and 6<sup>th</sup> grader draw conclusions? Some states' standards don't separate inferring and drawing a conclusion.
- What are the writing modes and purposes? The attributes of each?
- There is a grade level focus so those writing modes for each grade level should specifically be lifted up and out and provided detailed attributes. They should link across strands as well in terms of development of a writer and reader.

<b>Grade 5</b> <b>Grade 6</b> <b>Grade 7</b> <b>Grade 8</b>	<b>Cognition</b>	<b>Metacognitive- Reading/ Writing Strategies</b>	<b>Essential knowledge/Attributes</b>	<b>Measurable</b>	<b>Career and College Readiness</b>
3 Vocabulary	recognize use apply	predicting is suggested with context clues clarifying implied	<p>What types of context clues?</p> <p>Specific word origins?</p> <p>Parts include affixes, roots, and stems.</p> <p>Specifically DEFINE root and stem in standards. (Root and base are often confused)</p> <p>Add specificity to multiple meaning words Apply knowledge of vocabulary to deepen understanding—that could be implicit and explicit. It would require more explanation or attributes I would think.</p>	<p>context clues, origins, parts, multiple meaning</p> <p>apply knowledge (contextual meaning)</p> <p>use of specific vocabulary and figurative language</p>	<p>determining meaning of unknown words in a variety of ways</p> <p>figurative language</p> <p>“domain” specific words once clarified</p>

			<p>Domain-specific words not clear.</p> <p>What figurative language do 5<sup>th</sup> graders need to know and use?</p> <p>What figurative language do 6<sup>th</sup> graders need to know and use?</p> <p>Added idioms</p> <p>Recognize connotation and denotation shows nuances of language and this links with author's intent and language which should be a specific attribute.</p> <p>In writing this is linked by creating a desired effect</p> <p>Use of analogies: which kinds?</p>		
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Vocabulary is a critical standard. There is progression but be very specific about the types of language students need to know and use. Provide explicit definitions of terms so teachers are not confused. Suggested affixes, roots, idioms, and types of figurative language and analogies would be helpful.

- I am thinking about what could be the definition of “stem” with vocabulary. Be very specific by explaining and providing examples.
- Is the verb “recognize” strong enough? I think overall that the “recognition” piece is vague. How do you measure it? Is applying knowledge of vocabulary the same as using context clues? What knowledge is being applied?
- Domain-specific to the writing domains? I am not clear on domains. What is the mode of discourse? Mode may have to explain to inexperienced teachers. It needs to say modes of discourse: narrative, opinion, informational, persuasion so teachers are clear.
- In research, I see a TIER reference for Tier 1 terms only. Would students be using tier 2 and 3 terms in domain writing?
- I see vocabulary as incredibly important. More specifics in tiered words, academic language specifically, would be helpful to teachers.
- Clarify domain-specific vocabulary. In grades 5-8 **recognize** and **apply** are same cognitive verbs.
- The figurative language piece in writing is specifically developed.

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4 Critical Reading Critical Writing	identify analyze identify state show use compare contrast incorporate develop state support show	close reading: defined as rereading and annotation (vague)  infer/conclude implied  knowing text structure  determine importance (implied in writing and reading)  text structure in writing	Define on grade level because there is usually a lexile range.  What types of literary texts?  What types of informational texts?  Which external text types?  Do they need to know about character development?  Which sound devices?  Literary elements have a focus but the standard is not completely clear.	ID author's purpose.  C/C characters and events  It sounds like the students would link author's purpose with literary elements but that is not stated. So they'd be looking at the author's language in conjunction with the elements of simile and metaphor.  ID text structure	variety of text types (once clarified)  interpretation from various points of view  figurative language  textual analysis

			<p>What would they have to know about point of view, for example? Perspectives are not addressed.</p> <p>Analyze explicit info</p> <p>Infer using author's evidence</p> <p>Using draw inferences is confusing if draw conclusions in standards will be seen as different.</p> <p>The attributes for narrative and opinion writing are slightly different.</p> <p>Incorporation of techniques is vague language.</p> <p>Adding symbol, irony, and tone to 7<sup>th</sup> so it progresses.</p>	<p>ID main idea</p> <p>ID evidence (details) writing</p> <p>Standard is the same in reading except for informational. It is measurable. Slight variations in writing that can be measured using a rubric.</p>	
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In terms of progression, 5<sup>th</sup> and 6<sup>th</sup>, and then 7<sup>th</sup> and 8<sup>th</sup> are the same for literary. There is more of a progression in informational. Can reading be reviewed to show slight growth from 5-6-7-8 as something new is added or the students are viewing something at a deeper level? For example, in grade 5, the students could look at first and third person point of view. In 6<sup>th</sup>, omniscient is added. The writing has a more specific progression 5-8. Explore the perspectives so teachers have clear ideas as to what to teach.

- Comprehend, interpret, evaluate, respond-These are in verbs used the standard but I see analyze and evaluate only in the descriptions.
- I am wondering if multiple readings (with a variety of purposes and lenses) are explained elsewhere.
- Why are sound devices an analysis 5-8? I am not sure why this is so important.
- Grades 5 and 6 are almost the same.
- In literary, it is so similar in 5/6 and 7/8, it appears one needs two years to teach it. Make a progression in literary that builds from 5-6-7-8.
- In 5 and 6, identifying AP is a low level skill. The speaking in these grade levels doesn't match what they are expected to do in reading.
- What types of text are they reading?
- What is the definition of the 3 perspectives?
- What about author's intent as language that goes beyond just saying author's purpose?
- Literary has a weak progression. Informational is stronger.
- In 7<sup>th</sup> and 8<sup>th</sup>, the author's intent could be determined here instead of author's purpose.
- Recognizing errors in reasoning is a high level skill. This standard is another important area where specifics are needed. For example, are they reading biography? Poetry? Short stories? Plays? Articles?
- What does incorporating techniques mean? Does that mean learning different types of leads, etc.? Creating a storyboard?
- Each grade level has a writing focus. What does that look like? 5-7 paragraphs etc...

- If opinion is grade level focus in 6<sup>th</sup>, why it is the same as 5<sup>th</sup>? Wouldn't any writer in grade 5 have a conclusion? Both grade levels could write an opinion piece but perhaps variation is in evidence. Maybe in 5<sup>th</sup> evidence is more from a personal stance and anecdotal info and in 6<sup>th</sup> it comes from research and readings that help shape the writer's stance.
- Should there be research to develop opinions? If so, this would prepare them for argumentative writing and tie into speaking and listening presentations.
- Recommended graphic organizers? Does "grade-level" text need to be defined? Is there a range of text?

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5 Language	<p>explain identify apply form use recognize correct</p>	<p>implied: knowledge of text structure, inferring, concluding, clarifying</p>	<p>Knowledge of grammar and syntax.</p> <p>I see this as part of usage, mechanics, and expression in writing. I don't see the reading piece being important here except for maybe signaling flashbacks or author's use of language or writing style for an effect.</p> <p>Maybe it should say use sentence combining in writing.</p> <p>The literary impact knowing voice. This piece is significant in teaching about how and why writers use a particular voice.</p>	<p>Recognize and correct Explain Identify Use</p>	<p>Syntax</p> <p>Written and spoken communication</p>

Some of this standard is extremely complex for middle school. I see merit in elements such as verb tense, dialect, and voice when tied to reading, but other essential knowledge seems unimportant when analyzing rhetorical style in reading.

- This standard is where I have the hardest time wrapping my head around its purpose and how it helps kids as readers and writers. There are perfectly viable parts such as noting a shift in verb tense because that helps a reader notice a shift in the text, which may signal a flashback. The problem is that this is not clearly stated.
- Another example of where it is useful is noticing a variation in dialect. Readers and writers would use this to show what? That is teachable but it is not clear what the students should know and be able to do.
- Explaining the grammatical functions of language to analyze text I read would relate to the meaning of text, correct? So in 5<sup>th</sup> grade, I am looking at why someone said “however” instead of “and” and I chose “OH!” instead of “WOW”. Is this the intent of the standard?
- It seems that the reading part of this standard is highly connected to the writing process (usage/syntax). Correcting modifiers is what a writer does to show better understanding. The student would do this with his or her own writing or when conferring with a teacher or a peer, but where would he or she see text in terms of literature (fiction or nonfiction) where this would be part of reading for meaning?
- **Why wouldn't this strand be part of how writing is taught?** I think as part of reading, it is advanced and not always relevant. I see this as a challenge to teach. I would suggest strong revision here with clear indications of how this relates to reading and writing. It can be measured if revised.

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6 Research	record organize formulate question record quote integrate cite paraphrase	questioning determining importance summarizing concluding	What kinds of digital sources?  Type of graphic organizers?  Using primary and secondary sources but any kind specifically?  Adding paraphrase and summarize	Research question  appropriate source  main idea/details  summary  Needs specifics such as types of sources students need to know	Forming questions  Finding and citing evidence from a variety of sources

Grades 5 and 6 have slight differences. 7 & 8 are the same except for looking for more sophistication in these statements in 8<sup>th</sup>. 5<sup>th</sup> and 6<sup>th</sup> graders should avoid plagiarism as well.

- What are the printed and digital resource examples? Be very specific about resources: encyclopedia, almanac, atlas, article etc...
- Is there a primary resource used in history in grades 5-8 that can be linked?
- Where do comprehend and synthesize come in the progression?
- What are source expectation progressions for each grade level? Some school systems have a research strand that is a separate document that has specifics. If OK does not have one, then be clear here.
- What are suggested graphic organizers?
- Grades 6-8 same in quote, paraphrase, summarize: lacks differentiation and progression of skills

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7 Multimodal literacies	compare/ contrast create communicate	draw conclusions	What are the types of written, oral, visual, digital, non-verbal, and interactive texts? Provide examples.	Analyze media or text and ID the message or idea  Compare/contrast one text to another  Persuasion/ argument	using a variety of media to show thinking

In this standard, teachers need to know how they are teaching students to evaluate the text types in terms of a media message. There could be a progression in 5-8 with a focus on identifying a media message, labeling the message, analyzing the use of a message, using persuasion and argument as part of a message. Currently, it is not established. Be clear what propaganda techniques the students show know at each level: bias, authority figure, bandwagon, flattery etc...I believe the intent here is to also learn how to evaluate information in online media, especially web resources. This standard is important for media literacy and for the goal of creating participants in a democratic society.

- Is this more of a multi-media stance to look at intent as in bandwagon, testimonial, authority...?
- Do the messages have to have writing always in writing because 5<sup>th</sup> says a **visual message**. That could be a picture.
- 5<sup>th</sup> graders would probably be **comparing** to determine effectiveness so that would need to be added.
- In blue, it says acquire, refine and share knowledge but in green it says evaluate by drawing conclusions and

analyzing arguments. It seems in blue the students are using the variety of text to show something they believe. In green, it seems they are using the same kinds of text to draw conclusions and analyze the effectiveness of the author’s “tools” in this area of literacy. So, I would change the blue verbs to better match the green.

8 Independent R and W	read select write vary	implied: predicting, connecting, infer, conclude, clarify	<p>What are expected times for grade level?</p> <p>What purposes are they to read for and what are attributes of appropriate text?</p> <p>What are expected writing modes and time frames?</p> <p>What audiences and tasks might they have?</p>	<p>If this is measured in reading, how and for what purpose?</p> <p>There is no variation grades 5-8.</p> <p>Writing can be measured through rubric.</p>	stamina exposure to text types
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Although reading and writing are addressed in standards 2 and 4, independent reading and writing are significant in building efficacious students. The visual presentation of the strand makes it appear expected but not important. Building a continuum of how long students will read, what types of text, and the kinds of conferring and guiding that will occur through internalization of strategies is not evident. One would expect to see growth in stamina, text type, and use of strategies to address aspects of reading: fluency, comprehension, and vocabulary for example. The same is true of

writing. One would expect to see a variety in writing and for different purposes.

- In reading and writing, is it stated elsewhere in the curriculum what an appropriate amount of time is for the grade level in terms of guidelines and expectations?
- Select which texts for which purposes?
- Vary modes and expression is not specific language. Are there specific modes, tones, perspectives the students are required to know and be able to do?