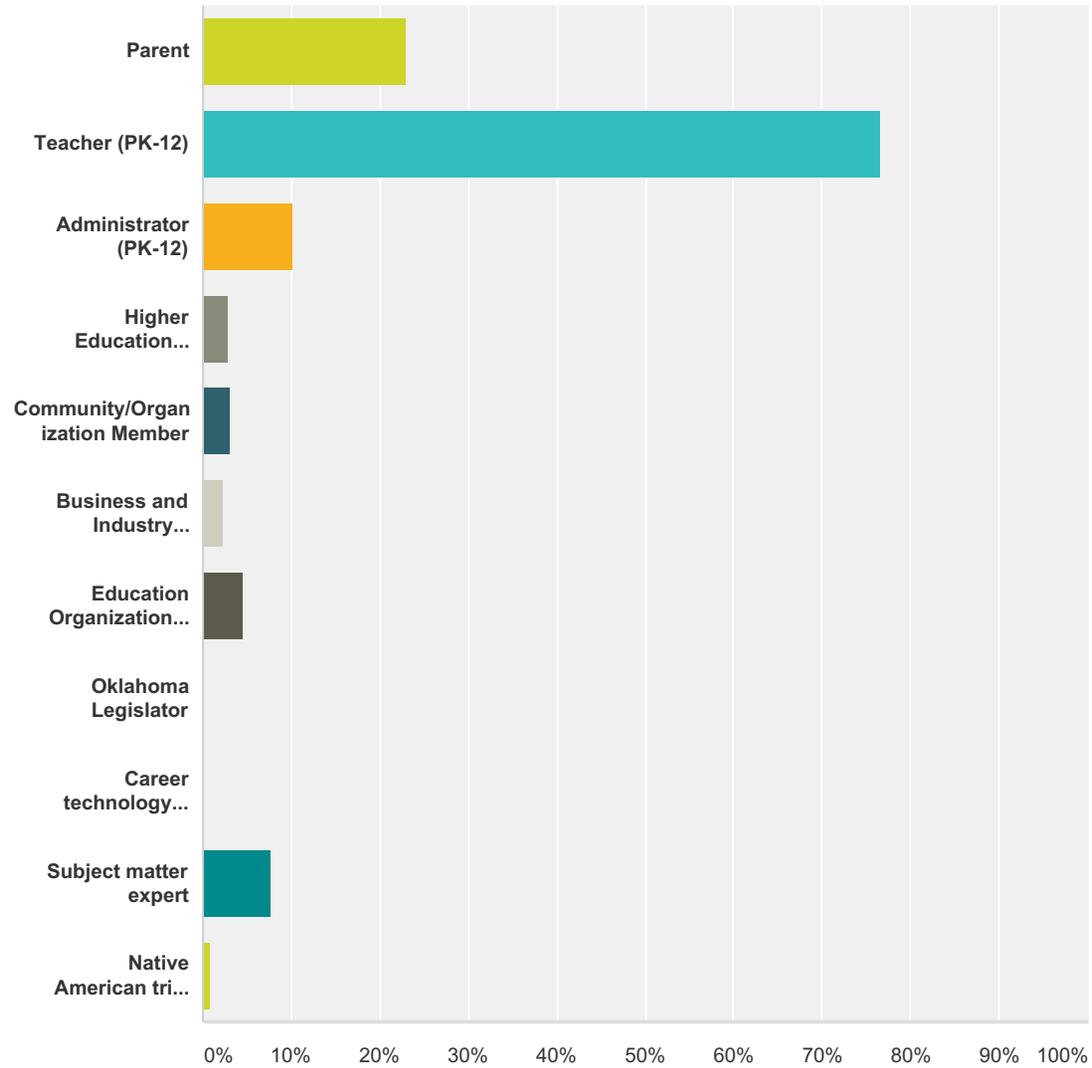


### Q1 Please select your role. (Choose all that apply.)

Answered: 341 Skipped: 19



## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

| Answer Choices                             | Responses  |
|--|------------|
| Parent                                     | 22.87% 78  |
| Teacher (PK-12)                            | 76.54% 261 |
| Administrator (PK-12)                      | 10.26% 35  |
| Higher Education Faculty                   | 2.93% 10   |
| Community/Organization Member              | 3.23% 11   |
| Business and Industry Professional         | 2.35% 8    |
| Education Organization Member              | 4.69% 16   |
| Oklahoma Legislator                        | 0.29% 1    |
| Career technology education representative | 0.29% 1    |
| Subject matter expert                      | 7.62% 26   |
| Native American tribal representative      | 0.88% 3    |
| <b>Total Respondents: 341</b>              |            |

| #  | Other (please specify)                                      | Date               |
|----|---|--------------------|
| 1  | Reading Specialist/Master Reading Teacher/LETRS 1-3 Trainer | 7/22/2015 10:04 AM |
| 2  | Concerned citizen   | 7/21/2015 2:55 PM  |
| 3  | ELA Curriculum Director                                     | 7/17/2015 9:07 AM  |
| 4  | certified early childhood teacher- no longer teaching       | 7/17/2015 6:56 AM  |
| 5  | Curriculum Director   | 7/16/2015 8:23 PM  |
| 6  | Retired English Teacher                                     | 7/15/2015 11:49 AM |
| 7  | Retired English teacher                                     | 7/14/2015 9:34 PM  |
| 8  | Early Childhood Director                                    | 7/14/2015 2:38 PM  |
| 9  | Library Media Specialist                                    | 7/14/2015 12:11 PM |
| 10 | 21st CCLC Site Director                                     | 7/11/2015 12:27 PM |
| 11 | retired   | 7/11/2015 8:10 AM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |  |                   |
|----|--|-------------------|
| 12 | Instructional Coach                    | 7/9/2015 1:20 PM  |
| 13 | Counselor                              | 7/9/2015 8:23 AM  |
| 14 | teacher/retired                        | 7/8/2015 9:53 AM  |
| 15 | Support Staff                          | 7/8/2015 9:48 AM  |
| 16 | Retired School Psychologist            | 7/8/2015 9:00 AM  |
| 17 | Teacher trainer                        | 7/7/2015 12:48 PM |
| 18 | High school counselor                  | 7/7/2015 10:16 AM |
| 19 | Retired educator; U.S. Senate employee | 7/7/2015 8:46 AM  |

**Q2 Enter your Email Address (optional) to be on future standards update email lists.**

Answered: 206 Skipped: 154

| Answer Choices | Responses |     |
|----------------|-----------|-----|
| Name:          | 99.03%    | 204 |
| Company:       | 0.00%     | 0   |
| Address:       | 0.00%     | 0   |
| Address 2:     | 0.00%     | 0   |
| City/Town:     | 0.00%     | 0   |
| State:         | 0.00%     | 0   |
| ZIP:           | 0.00%     | 0   |
| Country:       | 0.00%     | 0   |
| Email Address: | 96.60%    | 199 |
| Phone Number:  | 0.00%     | 0   |

| # | Name:             | Date               |
|---|-------------------|--------------------|
| 1 | Terri Roberts     | 7/22/2015 10:04 AM |
| 2 | Anne              | 7/21/2015 11:11 PM |
| 3 | Tracey McCartney  | 7/21/2015 10:22 PM |
| 4 | Crystal Szymanski | 7/21/2015 3:17 PM  |
| 5 | Carol Ward        | 7/21/2015 7:49 AM  |
| 6 | Amy Jenkins       | 7/20/2015 9:48 PM  |
| 7 | Erin Lovitt       | 7/20/2015 5:34 PM  |
| 8 | Tracy Pickering   | 7/20/2015 3:54 PM  |
| 9 | Glendia Ray       | 7/20/2015 3:03 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                        |                    |
|----|------------------------|--------------------|
| 10 | Janice Busick          | 7/20/2015 12:07 PM |
| 11 | Louann Killgore        | 7/20/2015 10:50 AM |
| 12 | Audra Plummer          | 7/18/2015 10:58 AM |
| 13 | bmcclanahan@se.edu     | 7/17/2015 7:54 PM  |
| 14 | Stacie Hammons         | 7/17/2015 1:24 PM  |
| 15 | Audrey Harmon          | 7/17/2015 10:55 AM |
| 16 | Dr. Peter S. Pierro    | 7/17/2015 10:31 AM |
| 17 | Amy Lusk               | 7/17/2015 9:56 AM  |
| 18 | Julie Moore            | 7/17/2015 9:07 AM  |
| 19 | amy.upchurch           | 7/17/2015 6:56 AM  |
| 20 | Anna Scott             | 7/16/2015 8:42 PM  |
| 21 | Robin Coffman          | 7/16/2015 8:23 PM  |
| 22 | Shannon Williams       | 7/16/2015 12:47 PM |
| 23 | Valerie Huffer         | 7/16/2015 12:18 PM |
| 24 | Michelle Matthews      | 7/16/2015 11:41 AM |
| 25 | Angela Dudley          | 7/16/2015 8:32 AM  |
| 26 | Patricia McDaniels     | 7/15/2015 9:47 PM  |
| 27 | Sue Turnage            | 7/15/2015 7:26 PM  |
| 28 | Frances Cavinder       | 7/15/2015 7:26 PM  |
| 29 | Jill Willhoite         | 7/15/2015 5:44 PM  |
| 30 | Amanda Raupe           | 7/15/2015 3:18 PM  |
| 31 | Kristina Johnston      | 7/15/2015 2:59 PM  |
| 32 | Char Smallwood         | 7/15/2015 1:08 PM  |
| 33 | Amy Fichtner           | 7/15/2015 12:03 PM |
| 34 | Elizabeth Jane Pollard | 7/15/2015 11:49 AM |
| 35 | Tammy Barrett          | 7/15/2015 11:11 AM |
| 36 | Carrie Marshall        | 7/15/2015 10:58 AM |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                     |                    |
|----|---------------------|--------------------|
| 37 | Traci Ruark         | 7/15/2015 10:54 AM |
| 38 | Amanda Reeves       | 7/15/2015 8:38 AM  |
| 39 | Kevin Shofner       | 7/15/2015 6:14 AM  |
| 40 | mandy               | 7/14/2015 10:49 PM |
| 41 | Allison Stark       | 7/14/2015 7:11 PM  |
| 42 | Randy Turney        | 7/14/2015 6:18 PM  |
| 43 | m. wells            | 7/14/2015 5:32 PM  |
| 44 | Michele Michaud     | 7/14/2015 4:39 PM  |
| 45 | James Key           | 7/14/2015 3:47 PM  |
| 46 | Pam Hibbs           | 7/14/2015 2:38 PM  |
| 47 | Carrie Satterfield  | 7/14/2015 2:31 PM  |
| 48 | Ashley Hambright    | 7/14/2015 2:09 PM  |
| 49 | Tammy Choate        | 7/14/2015 1:30 PM  |
| 50 | Shonda Brisco       | 7/14/2015 12:11 PM |
| 51 | Cindy Castell       | 7/14/2015 10:58 AM |
| 52 | Johnnie Crawford    | 7/14/2015 10:21 AM |
| 53 | Melinda Fink        | 7/14/2015 9:15 AM  |
| 54 | Amy Moyer           | 7/14/2015 9:09 AM  |
| 55 | Natalie Hendrix     | 7/14/2015 12:28 AM |
| 56 | Michelle Koehn      | 7/14/2015 12:19 AM |
| 57 | Michelle Waters     | 7/13/2015 10:14 PM |
| 58 | Darrell Hendrix     | 7/13/2015 9:29 PM  |
| 59 | Carla verren        | 7/13/2015 7:36 PM  |
| 60 | Natasha Reid        | 7/13/2015 6:07 PM  |
| 61 | Suzanne Sutton      | 7/13/2015 4:48 PM  |
| 62 | Denese Cheatwood    | 7/13/2015 11:18 AM |
| 63 | Dr. Michael Faneros | 7/13/2015 10:58 AM |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                       |                    |
|----|-----------------------|--------------------|
| 64 | Cindy Horn            | 7/13/2015 10:51 AM |
| 65 | Alicia Knoedler       | 7/13/2015 10:03 AM |
| 66 | Diana Taylor          | 7/13/2015 8:13 AM  |
| 67 | Connie Thompson       | 7/12/2015 2:39 PM  |
| 68 | Linda Smith           | 7/12/2015 10:25 AM |
| 69 | Marianne Waycaster    | 7/12/2015 1:27 AM  |
| 70 | Karen Bracken         | 7/11/2015 7:01 PM  |
| 71 | Jennie Scott          | 7/11/2015 4:23 PM  |
| 72 | Connie Thompson       | 7/11/2015 12:27 PM |
| 73 | Russell Page          | 7/11/2015 8:10 AM  |
| 74 | Marsha Southerland    | 7/10/2015 11:15 PM |
| 75 | Lorrie Desbien        | 7/10/2015 11:00 PM |
| 76 | margymclain@yahoo.com | 7/10/2015 7:19 PM  |
| 77 | Jodee Jacobsen        | 7/10/2015 5:39 PM  |
| 78 | Malynda McClellan     | 7/10/2015 4:29 PM  |
| 79 | Judy Mann             | 7/10/2015 3:36 PM  |
| 80 | Rebekah Hull          | 7/10/2015 2:03 PM  |
| 81 | Mona Covalt           | 7/10/2015 12:40 PM |
| 82 | DeAnni Tate           | 7/10/2015 10:55 AM |
| 83 | Jenell Newman         | 7/10/2015 10:43 AM |
| 84 | Julie Puls            | 7/10/2015 10:30 AM |
| 85 | Jeanie Spears         | 7/10/2015 9:46 AM  |
| 86 | Cecilia Morelli       | 7/10/2015 8:47 AM  |
| 87 | Laurie Eveland        | 7/10/2015 7:35 AM  |
| 88 | Mindy Foutch          | 7/9/2015 9:04 PM   |
| 89 | Judy Elliott          | 7/9/2015 8:50 PM   |
| 90 | MaKayla Murphy        | 7/9/2015 8:31 PM   |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                           |                   |
|-----|---------------------------|-------------------|
| 91  | Robyn Antoine             | 7/9/2015 7:56 PM  |
| 92  | Jenean Hendrickson        | 7/9/2015 6:46 PM  |
| 93  | Jenny Jones               | 7/9/2015 5:23 PM  |
| 94  | lwatford@prague.k12.ok.us | 7/9/2015 3:23 PM  |
| 95  | Patty Shantz              | 7/9/2015 2:54 PM  |
| 96  | Katelyn meigs             | 7/9/2015 1:59 PM  |
| 97  | Michelle Knight           | 7/9/2015 1:20 PM  |
| 98  | Cindy DeLay               | 7/9/2015 1:10 PM  |
| 99  | Sharla Dibiase            | 7/9/2015 1:08 PM  |
| 100 | Donita Brown              | 7/9/2015 12:50 PM |
| 101 | Dana Selzer               | 7/9/2015 12:35 PM |
| 102 | Jeremy Tharp              | 7/9/2015 12:33 PM |
| 103 | Terry Stricker            | 7/9/2015 12:08 PM |
| 104 | Joye jones                | 7/9/2015 12:06 PM |
| 105 | P.Jacobsen                | 7/9/2015 11:39 AM |
| 106 | Lisa Sadler               | 7/9/2015 11:30 AM |
| 107 | Cheryl Hunt               | 7/9/2015 10:43 AM |
| 108 | Regina Kheddar            | 7/9/2015 10:24 AM |
| 109 | Debbie Opichka            | 7/9/2015 9:51 AM  |
| 110 | Lauren Vandever           | 7/9/2015 9:36 AM  |
| 111 | Cindy Henderson           | 7/9/2015 8:56 AM  |
| 112 | Shelley Cooper            | 7/9/2015 8:43 AM  |
| 113 | Melissa Waller            | 7/9/2015 8:30 AM  |
| 114 | Anne-Marie Martin         | 7/9/2015 8:08 AM  |
| 115 | Lexi                      | 7/9/2015 7:33 AM  |
| 116 | Amanda Smith              | 7/9/2015 6:40 AM  |
| 117 | Tina Hawkins              | 7/8/2015 11:20 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                                  |                   |
|-----|----------------------------------|-------------------|
| 118 | Robert Odle                      | 7/8/2015 10:34 PM |
| 119 | Becky                            | 7/8/2015 10:31 PM |
| 120 | Emily Clark                      | 7/8/2015 10:06 PM |
| 121 | Shelby Fulks                     | 7/8/2015 10:03 PM |
| 122 | Michelle Gobin                   | 7/8/2015 9:48 PM  |
| 123 | Charlotte Crouch                 | 7/8/2015 9:37 PM  |
| 124 | Katie                            | 7/8/2015 9:31 PM  |
| 125 | Michelle Shelton                 | 7/8/2015 9:28 PM  |
| 126 | Robert Lynn Green                | 7/8/2015 8:38 PM  |
| 127 | Dana Watson                      | 7/8/2015 6:55 PM  |
| 128 | Lori Miller                      | 7/8/2015 6:37 PM  |
| 129 | Tonya Morgan                     | 7/8/2015 5:38 PM  |
| 130 | Aimee weston                     | 7/8/2015 4:56 PM  |
| 131 | vivian.adler@piedmontschools.org | 7/8/2015 4:14 PM  |
| 132 | L. Elaine Bowman                 | 7/8/2015 3:45 PM  |
| 133 | Tammy Klinger                    | 7/8/2015 3:45 PM  |
| 134 | Tara Shaw                        | 7/8/2015 2:49 PM  |
| 135 | Katy Landrum                     | 7/8/2015 2:42 PM  |
| 136 | malinda                          | 7/8/2015 2:38 PM  |
| 137 | LeeAnn                           | 7/8/2015 2:35 PM  |
| 138 | Melissa Heidrich                 | 7/8/2015 2:25 PM  |
| 139 | LeeAnn                           | 7/8/2015 2:16 PM  |
| 140 | Jeannette Maness                 | 7/8/2015 2:14 PM  |
| 141 | Sasha Hogstad                    | 7/8/2015 2:07 PM  |
| 142 | Vickie Loughridge                | 7/8/2015 1:34 PM  |
| 143 | Wilma Logue                      | 7/8/2015 12:44 PM |
| 144 | Courtney Altstatt                | 7/8/2015 12:03 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                      |                   |
|-----|----------------------|-------------------|
| 145 | Jennifer Denslow     | 7/8/2015 12:01 PM |
| 146 | Becki Kidd           | 7/8/2015 11:56 AM |
| 147 | Danni Powell         | 7/8/2015 11:34 AM |
| 148 | Sherry Thompson      | 7/8/2015 11:11 AM |
| 149 | peggy gable          | 7/8/2015 10:22 AM |
| 150 | Jeannette Maness     | 7/8/2015 10:01 AM |
| 151 | Julie Puls           | 7/8/2015 10:01 AM |
| 152 | Clara Lou Owen       | 7/8/2015 9:53 AM  |
| 153 | Johnnie Norman       | 7/8/2015 9:48 AM  |
| 154 | shantel              | 7/8/2015 9:43 AM  |
| 155 | Christel Funkhouser  | 7/8/2015 9:42 AM  |
| 156 | Amy Rogers           | 7/8/2015 9:39 AM  |
| 157 | Margaret McNair Dale | 7/8/2015 9:30 AM  |
| 158 | Joni Kruse           | 7/8/2015 9:01 AM  |
| 159 | Shelley Geyer        | 7/8/2015 9:00 AM  |
| 160 | Donna Morris         | 7/8/2015 8:47 AM  |
| 161 | Leslie Perry         | 7/8/2015 8:37 AM  |
| 162 | Mandi Cloud          | 7/8/2015 8:33 AM  |
| 163 | Nicole               | 7/8/2015 8:07 AM  |
| 164 | Gina Scroggins       | 7/8/2015 7:59 AM  |
| 165 | Laurie wilson        | 7/8/2015 7:40 AM  |
| 166 | Angel McCamman       | 7/7/2015 11:18 PM |
| 167 | Annette White        | 7/7/2015 10:46 PM |
| 168 | Ann Stiles           | 7/7/2015 10:18 PM |
| 169 | Charis freeman       | 7/7/2015 8:07 PM  |
| 170 | Drew Price           | 7/7/2015 7:31 PM  |
| 171 | Melissa Howard       | 7/7/2015 7:13 PM  |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                                  |                   |
|-----|----------------------------------|-------------------|
| 172 | Marsha Todd                      | 7/7/2015 6:54 PM  |
| 173 | Heather Mann                     | 7/7/2015 6:13 PM  |
| 174 | Delynna Kelley                   | 7/7/2015 6:10 PM  |
| 175 | Leslie bridges                   | 7/7/2015 5:37 PM  |
| 176 | joan                             | 7/7/2015 5:30 PM  |
| 177 | karen martin                     | 7/7/2015 5:24 PM  |
| 178 | Julie Beeson                     | 7/7/2015 5:07 PM  |
| 179 | Ron McCurdy                      | 7/7/2015 4:30 PM  |
| 180 | Bruce Mckinzie                   | 7/7/2015 4:14 PM  |
| 181 | Janie Vincent                    | 7/7/2015 3:24 PM  |
| 182 | Liz Walter                       | 7/7/2015 2:33 PM  |
| 183 | Vona Bowling                     | 7/7/2015 2:15 PM  |
| 184 | Grachel Crews                    | 7/7/2015 12:52 PM |
| 185 | Cheryl Sade                      | 7/7/2015 12:51 PM |
| 186 | Bryan Davidson                   | 7/7/2015 12:44 PM |
| 187 | Jennifer Peterson                | 7/7/2015 12:01 PM |
| 188 | Angie Langhus                    | 7/7/2015 11:13 AM |
| 189 | morrosa@tulsaschools.org         | 7/7/2015 10:29 AM |
| 190 | Tracee Bonewell                  | 7/7/2015 10:29 AM |
| 191 | Kaysi Sheehan                    | 7/7/2015 10:24 AM |
| 192 | Jenni                            | 7/7/2015 10:15 AM |
| 193 | Joyce Langford                   | 7/7/2015 9:42 AM  |
| 194 | Donna Francis                    | 7/7/2015 9:17 AM  |
| 195 | paula_corley@lankford.senate.gov | 7/7/2015 8:46 AM  |
| 196 | Patricia Johnson                 | 7/7/2015 8:42 AM  |
| 197 | Caroline Thornton                | 7/7/2015 5:10 AM  |
| 198 | Candesse Minor                   | 7/6/2015 11:58 PM |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|          |                               |                    |
|----------|-------------------------------|--------------------|
| 199      | Renae Waugh                   | 7/6/2015 11:52 PM  |
| 200      | Kristina Johnston             | 7/6/2015 10:22 PM  |
| 201      | Mechelle Jordan               | 7/6/2015 10:08 PM  |
| 202      | Charity Hignite               | 7/6/2015 9:59 PM   |
| 203      | Amy Giblet                    | 7/6/2015 9:50 PM   |
| 204      | Jesi Gordon                   | 7/6/2015 9:08 PM   |
| <b>#</b> | <b>Company:</b>               | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>Address:</b>               | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>Address 2:</b>             | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>City/Town:</b>             | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>State:</b>                 | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>ZIP:</b>                   | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>Country:</b>               | <b>Date</b>        |
|          | There are no responses.       |                    |
| <b>#</b> | <b>Email Address:</b>         | <b>Date</b>        |
| 1        | terrir08@gmail.com            | 7/22/2015 10:04 AM |
| 2        | nathan21anne@yahoo.com        | 7/21/2015 11:11 PM |
| 3        | mccartneyt@pryorschools.org   | 7/21/2015 10:22 PM |
| 4        | cszymanski@chisholm.k12.ok.us | 7/21/2015 3:17 PM  |
| 5        | cw123abc@att.net              | 7/21/2015 7:49 AM  |
| 6        | ajenkins@greatplains.edu      | 7/20/2015 9:48 PM  |
| 7        | elovitt@bixbyps.org           | 7/20/2015 5:34 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                                   |                    |
|----|-----------------------------------|--------------------|
| 8  | tpickering@tyrone.k12.ok.us       | 7/20/2015 3:54 PM  |
| 9  | glendia.ray@piedmontschools.org   | 7/20/2015 3:03 PM  |
| 10 | jbusick@nobleps.com               | 7/20/2015 12:07 PM |
| 11 | lkillgore2seeworthacademy.org     | 7/20/2015 10:50 AM |
| 12 | aplummer@k12.com                  | 7/18/2015 10:58 AM |
| 13 | shammons@stilwellk12.org          | 7/17/2015 1:24 PM  |
| 14 | audrey.harmon@ag.ok.gov           | 7/17/2015 10:55 AM |
| 15 | ppierro@att.net                   | 7/17/2015 10:31 AM |
| 16 | alus@peckham.k12.ok.us            | 7/17/2015 9:56 AM  |
| 17 | mooreju@mustangps.org             | 7/17/2015 9:07 AM  |
| 18 | amy.upchurch@metrolibrary.org     | 7/17/2015 6:56 AM  |
| 19 | scott.anna.m@att.net              | 7/16/2015 8:42 PM  |
| 20 | coffman.robin@elkcitieschools.com | 7/16/2015 8:23 PM  |
| 21 | swilliams@velma-alma.k12.ok.us    | 7/16/2015 12:47 PM |
| 22 | mcquen@pcps.us                    | 7/16/2015 12:18 PM |
| 23 | micmatthews@wayne.k12.ok.us       | 7/16/2015 11:41 AM |
| 24 | dudleyteaches2@yahoo.com          | 7/16/2015 8:32 AM  |
| 25 | keida@rocketmail.com              | 7/15/2015 9:47 PM  |
| 26 | msbooneturnage@yahoo.com          | 7/15/2015 7:26 PM  |
| 27 | Fcavinder@idabelps.org            | 7/15/2015 7:26 PM  |
| 28 | jwillhoite@oakdale.org            | 7/15/2015 5:44 PM  |
| 29 | araupe@putnamcityschools.org      | 7/15/2015 3:18 PM  |
| 30 | kjohnston@skiatookschools.org     | 7/15/2015 2:59 PM  |
| 31 | charsmallwoodandfamily@gmail.com  | 7/15/2015 1:08 PM  |
| 32 | amy.fichtner@owassops.org         | 7/15/2015 12:03 PM |
| 33 | bjpgollard@sbcglobal.net          | 7/15/2015 11:49 AM |
| 34 | tammybarrett65@gmail.com          | 7/15/2015 11:11 AM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                                     |                    |
|----|-------------------------------------|--------------------|
| 35 | cmarshall@carnegie.k12.ok.us        | 7/15/2015 10:58 AM |
| 36 | traciruar@yahoo.com                 | 7/15/2015 10:54 AM |
| 37 | carleesmomma@yahoo.com              | 7/15/2015 8:38 AM  |
| 38 | kshofat4@gmail.com                  | 7/15/2015 6:14 AM  |
| 39 | robmandy2001@yahoo.com              | 7/14/2015 10:49 PM |
| 40 | amstark@okcps.org                   | 7/14/2015 7:11 PM  |
| 41 | turney.randy@elkcitieschools.com    | 7/14/2015 6:18 PM  |
| 42 | mwells@bixbyps.org                  | 7/14/2015 5:32 PM  |
| 43 | mmichaud@tuttleschools.info         | 7/14/2015 4:39 PM  |
| 44 | jtk.key@gmail.com                   | 7/14/2015 3:47 PM  |
| 45 | pnhibbs@okcps.org                   | 7/14/2015 2:38 PM  |
| 46 | sattercl@vinitahornets.com          | 7/14/2015 2:31 PM  |
| 47 | ahambright@connectionseducation.com | 7/14/2015 2:09 PM  |
| 48 | tchoate@westville.k12.ok.us         | 7/14/2015 1:30 PM  |
| 49 | sbrisco@newkirk.k12.ok.us           | 7/14/2015 12:11 PM |
| 50 | ccastell@norman.k12.ok.us           | 7/14/2015 10:58 AM |
| 51 | jcrawford@okemahk12.com             | 7/14/2015 10:21 AM |
| 52 | mfink@osageelementary.com           | 7/14/2015 9:15 AM  |
| 53 | amoyer@vps.k12.ok.us                | 7/14/2015 9:09 AM  |
| 54 | natalie.hendrix@yukonps.com         | 7/14/2015 12:28 AM |
| 55 | mkoehn610@gmail.com                 | 7/14/2015 12:19 AM |
| 56 | michelleboydwaters@gmail.com        | 7/13/2015 10:14 PM |
| 57 | cverren@bixbyps.org                 | 7/13/2015 7:36 PM  |
| 58 | nreid@vps.k12.ok.us                 | 7/13/2015 6:07 PM  |
| 59 | smsutton@okcps.org                  | 7/13/2015 4:48 PM  |
| 60 | dcheatwood@sps.k12.ok.us            | 7/13/2015 11:18 AM |
| 61 | mfaneros@ou.edu                     | 7/13/2015 10:58 AM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |                                 |                    |
|----|---------------------------------|--------------------|
| 62 | hornc@tecumseh.k12.ok.us        | 7/13/2015 10:51 AM |
| 63 | aknoedler@ou.edu                | 7/13/2015 10:03 AM |
| 64 | scoutmomster@gmail.com          | 7/13/2015 8:13 AM  |
| 65 | robincrouch@att.net             | 7/13/2015 7:51 AM  |
| 66 | cthompson@lonegrove.k12.ok.us   | 7/12/2015 2:39 PM  |
| 67 | linda.smith@piedmontschools.org | 7/12/2015 10:25 AM |
| 68 | waycastern@yahoo.com            | 7/12/2015 1:27 AM  |
| 69 | karen.bracken@reagan.com        | 7/11/2015 7:01 PM  |
| 70 | jascott@enidk12.org             | 7/11/2015 4:23 PM  |
| 71 | cthompson@apswarriors.com       | 7/11/2015 12:27 PM |
| 72 | russ_89049@yahoo.com            | 7/11/2015 8:10 AM  |
| 73 | mlsoutherland@hughes.net        | 7/10/2015 11:15 PM |
| 74 | holmeslorrene@hotmail.com       | 7/10/2015 11:00 PM |
| 75 | jacobjo@tulsas hools.org        | 7/10/2015 5:39 PM  |
| 76 | joshs.wife@hotmail.com          | 7/10/2015 4:29 PM  |
| 77 | mann1031@sbcglobal.net          | 7/10/2015 3:36 PM  |
| 78 | rebekah.hull215@gmail.com       | 7/10/2015 2:03 PM  |
| 79 | covaltm@canton.k12.ok.us        | 7/10/2015 12:40 PM |
| 80 | deannitate@dcsok.org            | 7/10/2015 10:55 AM |
| 81 | jnewman@burlingtonschool.com    | 7/10/2015 10:43 AM |
| 82 | julie.puls@cushing.k12.ok.us    | 7/10/2015 10:30 AM |
| 83 | jspears@gorepublicschools.org   | 7/10/2015 9:46 AM  |
| 84 | cecilia.morelli@sandites.org    | 7/10/2015 8:47 AM  |
| 85 | leveland@marlow.k12.ok.us       | 7/10/2015 7:35 AM  |
| 86 | mfoutch@morrisschools.net       | 7/9/2015 9:04 PM   |
| 87 | jelliott@burlingtonschool.com   | 7/9/2015 8:50 PM   |
| 88 | mmurphy@thomas.k12.ok.us        | 7/9/2015 8:31 PM   |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                               |                   |
|-----|-------------------------------|-------------------|
| 89  | jrcmantoine@yahoo.com         | 7/9/2015 7:56 PM  |
| 90  | jeneanhendrickson@gmail.com   | 7/9/2015 6:46 PM  |
| 91  | jjones@oakdale.org            | 7/9/2015 5:23 PM  |
| 92  | lwatford@prague.k12.ok.us     | 7/9/2015 3:23 PM  |
| 93  | pattyschantz@sbcglobal.net    | 7/9/2015 2:54 PM  |
| 94  | katelynmeigs@yahoo.com        | 7/9/2015 1:59 PM  |
| 95  | missknight15@gmail.com        | 7/9/2015 1:20 PM  |
| 96  | cdelay@bixbyps.org            | 7/9/2015 1:10 PM  |
| 97  | sdibiase@bixbyps.org          | 7/9/2015 1:08 PM  |
| 98  | donitabk@gmail.com            | 7/9/2015 12:50 PM |
| 99  | dselzer@thomas.k12.ok.us      | 7/9/2015 12:35 PM |
| 100 | jtharp@hydroeakly.k12.ok.us   | 7/9/2015 12:33 PM |
| 101 | tstricker@bbisd.org           | 7/9/2015 12:08 PM |
| 102 | jjones@spiro.k12.ok.us        | 7/9/2015 12:06 PM |
| 103 | jacobpa@tulsaschools.org      | 7/9/2015 11:39 AM |
| 104 | lsadler@oilton.k12.ok.us      | 7/9/2015 11:30 AM |
| 105 | chunt@collinsville.k12.ok.us  | 7/9/2015 10:43 AM |
| 106 | rkkheddar@glenpoolps.org      | 7/9/2015 10:24 AM |
| 107 | dopichka@cnpsschools.org      | 7/9/2015 9:51 AM  |
| 108 | lvandever@bristow.k12.ok.us   | 7/9/2015 9:36 AM  |
| 109 | chenderson@wpsok.org          | 7/9/2015 8:56 AM  |
| 110 | scooper@grandview.k12.ok.us   | 7/9/2015 8:43 AM  |
| 111 | waller66@cableone.net         | 7/9/2015 8:30 AM  |
| 112 | amartin@putnamcityschools.org | 7/9/2015 8:08 AM  |
| 113 | lexstreck@gmail.com           | 7/9/2015 7:33 AM  |
| 114 | amandasmith2@mooreschools.com | 7/9/2015 6:40 AM  |
| 115 | tjhawkins06@yahoo.com         | 7/8/2015 11:20 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                                |                   |
|-----|--------------------------------|-------------------|
| 116 | rodle@moundsp.com              | 7/8/2015 10:34 PM |
| 117 | bfarris@colcordschools.com     | 7/8/2015 10:31 PM |
| 118 | Eclark@putnamcityschools.org   | 7/8/2015 10:06 PM |
| 119 | sfulks@nobleps.com             | 7/8/2015 10:03 PM |
| 120 | mgobin78@yahoo.com             | 7/8/2015 9:48 PM  |
| 121 | ccrouch@ridgerunners.net       | 7/8/2015 9:37 PM  |
| 122 | Mrs.booker@yahoo.com           | 7/8/2015 9:31 PM  |
| 123 | sshelton@mid-del.net           | 7/8/2015 9:28 PM  |
| 124 | rlgreen@okcps.org              | 7/8/2015 8:38 PM  |
| 125 | dwatson@bixbyps.org            | 7/8/2015 6:55 PM  |
| 126 | llmiller42112@gmail.com        | 7/8/2015 6:37 PM  |
| 127 | tonya.morgan@jenksps.org       | 7/8/2015 5:38 PM  |
| 128 | aimee74365@gmail.com           | 7/8/2015 4:56 PM  |
| 129 | eng.tatter@gmail.com           | 7/8/2015 3:45 PM  |
| 130 | dtklinger@gmail.com            | 7/8/2015 3:45 PM  |
| 131 | tshaw@wynona.k12.ok.us         | 7/8/2015 2:49 PM  |
| 132 | landrumk@mannford.k12.ok.us    | 7/8/2015 2:42 PM  |
| 133 | lgarde00@gmail.com             | 7/8/2015 2:35 PM  |
| 134 | mheidrich@shawnee.k12.ok.us    | 7/8/2015 2:25 PM  |
| 135 | lgarde00@gmail.com             | 7/8/2015 2:16 PM  |
| 136 | manesje@tulsaschools.org       | 7/8/2015 2:14 PM  |
| 137 | shogstad20@gmail.com           | 7/8/2015 2:07 PM  |
| 138 | vloughridge@ninnekah.k12.ok.us | 7/8/2015 1:34 PM  |
| 139 | walogue@valornet.com           | 7/8/2015 12:44 PM |
| 140 | courtney@hodgen.k12.ok.us      | 7/8/2015 12:03 PM |
| 141 | jenniferdenslow@gmail.com      | 7/8/2015 12:01 PM |
| 142 | bkidd@bixbyps.org              | 7/8/2015 11:56 AM |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|     |                                     |                   |
|-----|-------------------------------------|-------------------|
| 143 | danni.powell@gmail.com              | 7/8/2015 11:34 AM |
| 144 | Sherryft@sbcglobal.net              | 7/8/2015 11:11 AM |
| 145 | pgable@bixbyps.org                  | 7/8/2015 10:22 AM |
| 146 | manesje@tulsaschools.org            | 7/8/2015 10:01 AM |
| 147 | Julie.puls@cushing.k12.ok.us        | 7/8/2015 10:01 AM |
| 148 | owen.ok@gmail.com                   | 7/8/2015 9:53 AM  |
| 149 | revjmns@hotmail.com                 | 7/8/2015 9:48 AM  |
| 150 | ogradys@tecumseh.k12.ok.us          | 7/8/2015 9:43 AM  |
| 151 | funkhouserc@hobart.k12.ok.us        | 7/8/2015 9:42 AM  |
| 152 | amy.rogers@berryhillschools.org     | 7/8/2015 9:39 AM  |
| 153 | Margaret.mcnair@piedmontschools.org | 7/8/2015 9:30 AM  |
| 154 | jkruise@wyandotte.k12.ok.us         | 7/8/2015 9:01 AM  |
| 155 | drmag51@gmail.com                   | 7/8/2015 9:00 AM  |
| 156 | donna.morris@yukonps.com            | 7/8/2015 8:47 AM  |
| 157 | perryl@hobart.k12.ok.us             | 7/8/2015 8:37 AM  |
| 158 | mandi.cloud@sandites.org            | 7/8/2015 8:33 AM  |
| 159 | nicolerandol@att.net                | 7/8/2015 8:07 AM  |
| 160 | gscroggins@mcloudschools.us         | 7/8/2015 7:59 AM  |
| 161 | laurie-w@sbcglobal.net              | 7/8/2015 7:40 AM  |
| 162 | saintxkhaleesi@gmail.com            | 7/7/2015 11:18 PM |
| 163 | laswhite@yahoo.com                  | 7/7/2015 10:46 PM |
| 164 | ann.stiles@cowetaps.org             | 7/7/2015 10:18 PM |
| 165 | jbell@gmail.com                     | 7/7/2015 9:39 PM  |
| 166 | cfreeman4@norman.k12.ok.us          | 7/7/2015 8:07 PM  |
| 167 | Dprice@putnamcityschools.org        | 7/7/2015 7:31 PM  |
| 168 | howarme@tulsaschools.org            | 7/7/2015 7:13 PM  |
| 169 | marsha.todd@guthrieps.net           | 7/7/2015 6:54 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

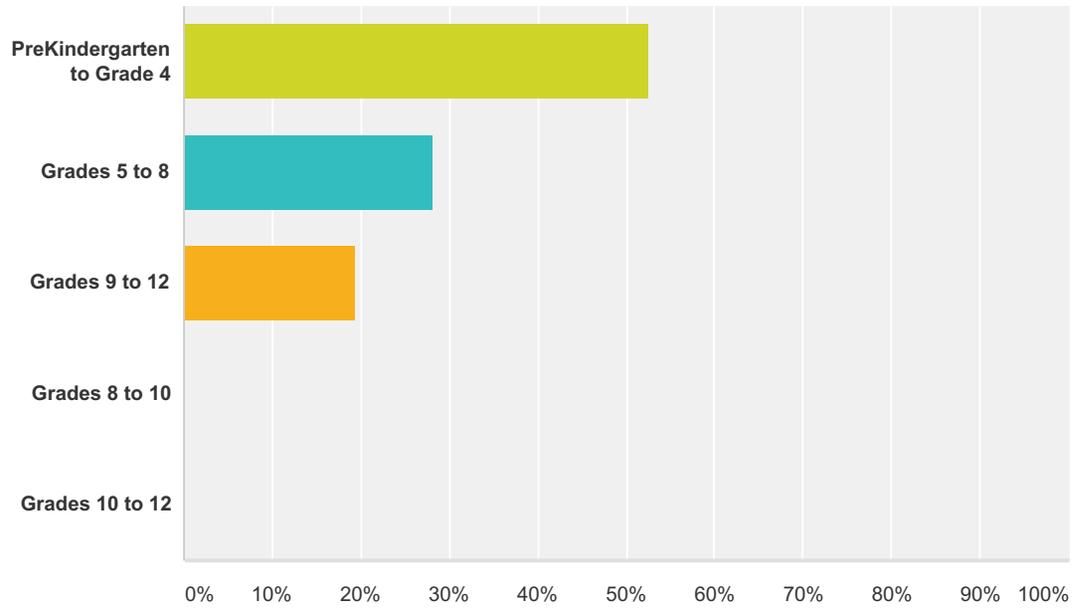
|     |                                 |                   |
|-----|---------------------------------|-------------------|
| 170 | hmann@mid-del.net               | 7/7/2015 6:13 PM  |
| 171 | delynnakelley@mooreschools.com  | 7/7/2015 6:10 PM  |
| 172 | lbridges@keys.k12.ok.us         | 7/7/2015 5:37 PM  |
| 173 | joanlbrown82@gmail.com          | 7/7/2015 5:30 PM  |
| 174 | kgmartin@baschools.org          | 7/7/2015 5:24 PM  |
| 175 | juliebson65@gmail.com           | 7/7/2015 5:07 PM  |
| 176 | firemonitor@cox.net             | 7/7/2015 4:30 PM  |
| 177 | Bruce.Mckinzie@centraltech.edu  | 7/7/2015 4:14 PM  |
| 178 | j davidson@pocola.k12.ok.us     | 7/7/2015 3:24 PM  |
| 179 | vbowling@putnamcityschools.org  | 7/7/2015 2:15 PM  |
| 180 | gcrews@darlington.k12.ok.us     | 7/7/2015 12:52 PM |
| 181 | csade@putnamcityschools.org     | 7/7/2015 12:51 PM |
| 182 | davidnosb@gmail.com             | 7/7/2015 12:44 PM |
| 183 | jpeterston@baschools.org        | 7/7/2015 12:01 PM |
| 184 | alanghus@putnamcityschools.org  | 7/7/2015 11:13 AM |
| 185 | morrosa@tulsaschools.org        | 7/7/2015 10:29 AM |
| 186 | tbonewell@blackwell.k12.ok.us   | 7/7/2015 10:29 AM |
| 187 | kaysis@norman.k12.ok.us         | 7/7/2015 10:24 AM |
| 188 | morejvan@yahoo.com              | 7/7/2015 10:15 AM |
| 189 | joyce.langford@cachgeps.org     | 7/7/2015 9:42 AM  |
| 190 | dfrancis@spiro.k12.ok.us        | 7/7/2015 9:17 AM  |
| 191 | patricia.johnson@guthrieeps.net | 7/7/2015 8:42 AM  |
| 192 | cmthornton@enidk12.org          | 7/7/2015 5:10 AM  |
| 193 | candessemminor@gmail.com        | 7/6/2015 11:58 PM |
| 194 | riwaugh@baschools.org           | 7/6/2015 11:52 PM |
| 195 | kjohnston@skiatookschools.org   | 7/6/2015 10:22 PM |
| 196 | mechelle.r.jordan@gmail.com     | 7/6/2015 10:08 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|          |                          |                  |
|----------|--------------------------|------------------|
| 197      | charityhignite@yahoo.com | 7/6/2015 9:59 PM |
| 198      | agiblet@agra.k12.ok.us   | 7/6/2015 9:50 PM |
| 199      | jgordon@ridgerunners.net | 7/6/2015 9:08 PM |
| <b>#</b> | <b>Phone Number:</b>     | <b>Date</b>      |
|          | There are no responses.  |                  |

**Q3 Choose the survey you would like to take. At the end of the survey, you will have the option to take additional grade level surveys or end the survey.**

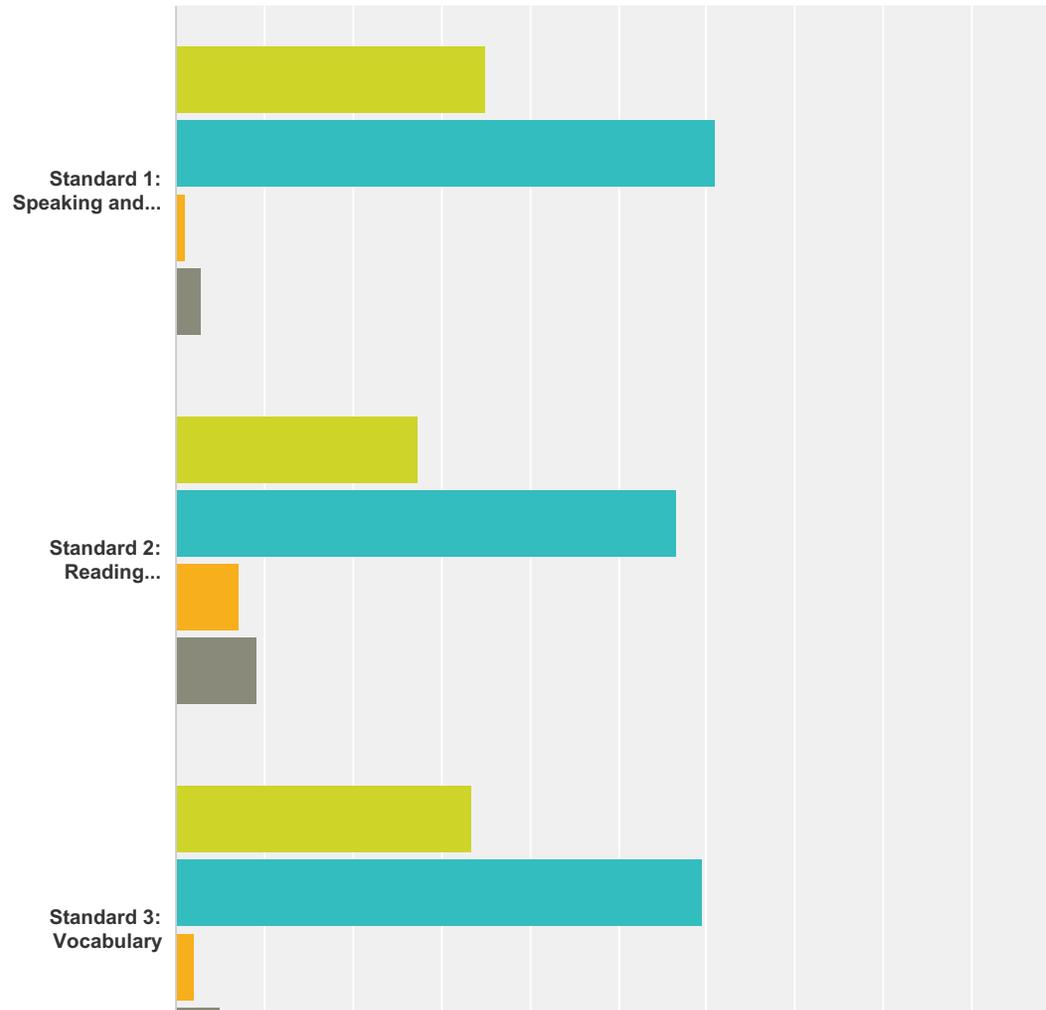
Answered: 356 Skipped: 4



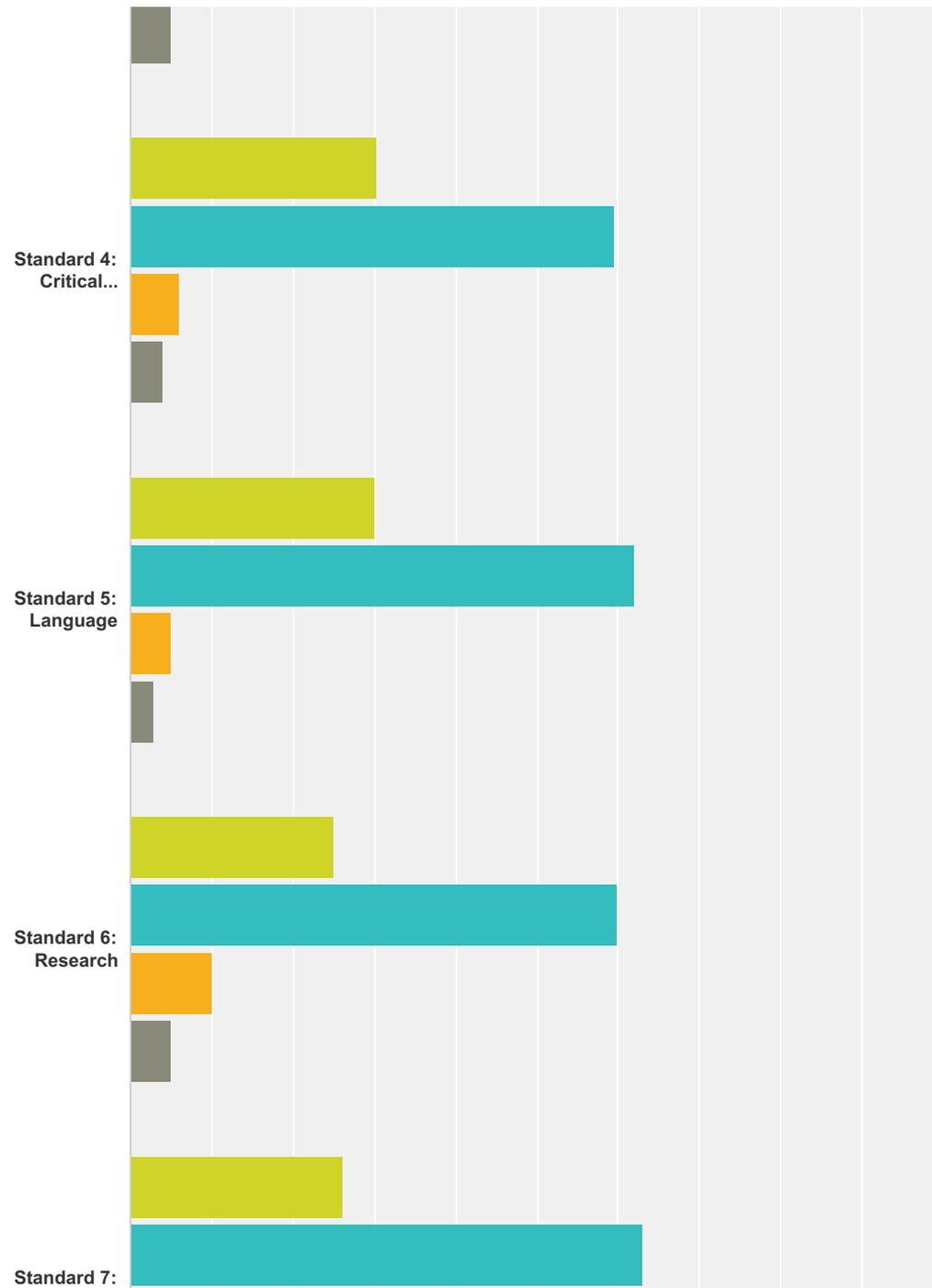
| Answer Choices             | Responses  |
|----------------------------|------------|
| PreKindergarten to Grade 4 | 52.53% 187 |
| Grades 5 to 8              | 28.09% 100 |
| Grades 9 to 12             | 19.38% 69  |
| Grades 8 to 10             | 0.00% 0    |
| Grades 10 to 12            | 0.00% 0    |
| <b>Total</b>               | <b>356</b> |

**Q4 For each standard, decide your level of agreement with the following statement: This standard is appropriate for the grade and, when met, students are adequately prepared for each following grade.**

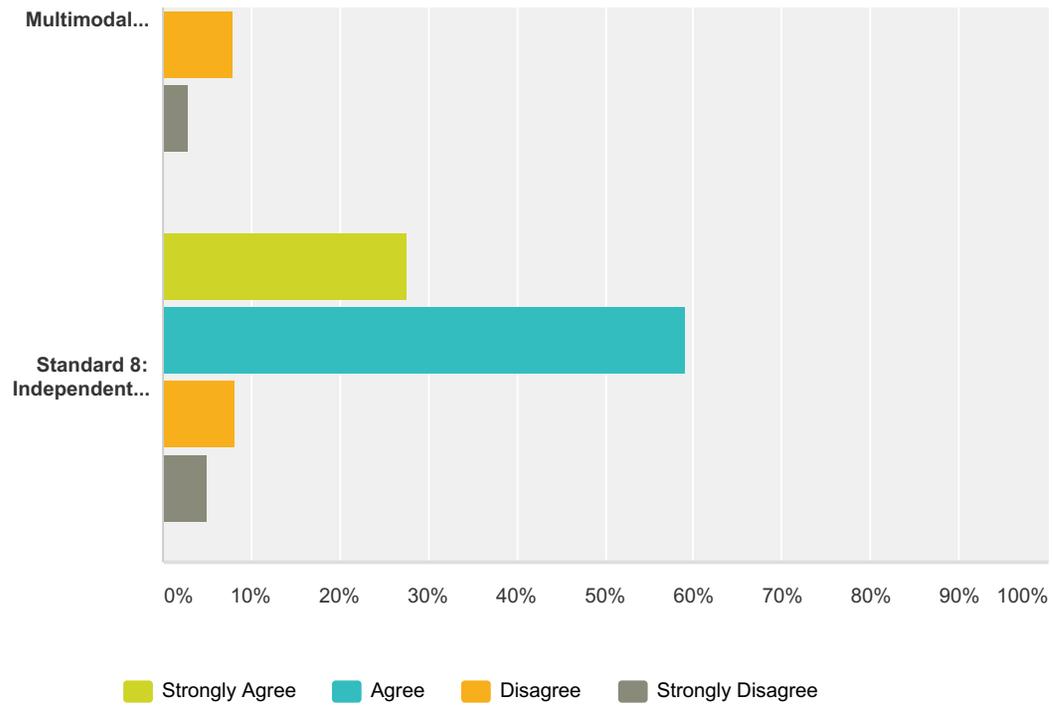
Answered: 100 Skipped: 260



Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



|   | Strongly Agree | Agree        | Disagree     | Strongly Disagree | Total |
|---|----------------|--------------|--------------|-------------------|-------|
| Standard 1: Speaking and Listening            | 35.00%<br>35   | 61.00%<br>61 | 1.00%<br>1   | 3.00%<br>3        | 100   |
| Standard 2: Reading Process/Writing Process   | 27.27%<br>27   | 56.57%<br>56 | 7.07%<br>7   | 9.09%<br>9        | 99    |
| Standard 3: Vocabulary                        | 33.33%<br>33   | 59.60%<br>59 | 2.02%<br>2   | 5.05%<br>5        | 99    |
| Standard 4: Critical Reading/Critical Writing | 30.30%<br>30   | 59.60%<br>59 | 6.06%<br>6   | 4.04%<br>4        | 99    |
| Standard 5: Language                          | 30.00%<br>30   | 62.00%<br>62 | 5.00%<br>5   | 3.00%<br>3        | 100   |
| Standard 6: Research                          | 25.00%<br>25   | 60.00%<br>60 | 10.00%<br>10 | 5.00%<br>5        | 100   |
| Standard 7: Multimodal Literacies             | 26.00%<br>26   | 63.00%<br>63 | 8.00%<br>8   | 3.00%<br>3        | 100   |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|   |                             |                             |                           |                           |    |
|---|-----------------------------|-----------------------------|---------------------------|---------------------------|----|
| Standard 8: Independent Reading and Writing | <p><b>27.55%</b><br/>27</p> | <p><b>59.18%</b><br/>58</p> | <p><b>8.16%</b><br/>8</p> | <p><b>5.10%</b><br/>5</p> | 98 |
|---|-----------------------------|-----------------------------|---------------------------|---------------------------|----|

**Q5 Comments or Recommendations for  
Standard 1: Speaking and Listening PreK-  
4 Oklahoma Academic Standards for  
English language arts - July 2015 Draft.**

Answered: 22 Skipped: 338

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | Standards do not give focus to segmenting of sentences and syllables. OK has many ELLs and students with difficulties with speech and speaking their first language. Many of the severe reading correction issues I encounter stem from a lack of proper instruction in segmenting, as noted in Carol Tolman's Hourglass Concept Model, starting with sentences and moving through syllables, on-set rimes, then phonemes before phonics is ever taught. Phonological Processing should include speech processing, phonological awareness, phonological memory and then phonics (Dr. Louisa C. Moats). Many of the students I have worked with are "stuck" with deficits in reading at this very fundamental step, which isn't addressed fully by this standard. Unfortunately, if it is not written into the standards, many teachers will not know to address, thereby creating deficits at this step in instruction. Additionally, onset -rime are an auditory foundational skill and is introduced much earlier than rhyme production, yet the standards here place them at the same point in acquisition. | 7/22/2015 11:09 AM |
| 2  | I have to disagree with the some of the standards in terms of what the expectations are for Pre-K and Kindergarten. Developmentally, children at this age are still largely in the pre-operational stage of their development. Although their cognitive skills are growing, they still have a difficult time with more complex concepts such as cause and effect and comparison.   | 7/18/2015 11:21 AM |
| 3  | This may be the place to include a standard that addresses structured and non-structured play as a learning goal at the PK and K levels. There should be more play than there is emphasis on learning the alphabetic principle or writing "real" letters.  | 7/17/2015 8:18 PM  |
| 4  | I felt like the standards are well written. They spiral or build one upon the other but they add to an already very lengthy list of standards. I believe we should shave the standards to the essential standards that need to be taught to ensure student success for the upcoming grade level. Speaking and listening skills add standards to a list of standards that are already too lengthy to be taught to mastery in one school year.   | 7/15/2015 1:15 PM  |
| 5  | Standards are academically and socially appropriate; language is easy for teachers to understand   | 7/15/2015 12:05 PM |
| 6  | good   | 7/14/2015 9:37 AM  |
| 7  | Please give thought to special education students since they are mainstreamed into the general population  | 7/13/2015 2:14 PM  |
| 8  | Communication is vitally important especially for young children. Often unwanted behaviors are caused by children who cannot effectively communicate their needs and desires.  | 7/13/2015 11:04 AM |
| 9  | My only comment for all the standards is it doesn't look like any of the standards have changed. Maybe just the wording, but that's all. What's different?   | 7/12/2015 1:16 PM  |
| 10 | I really like to reading/listening and speaking/writing are tied together, since they are similar communication skills.  | 7/10/2015 2:31 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                   |
|----|---|-------------------|
| 11 | There is a learner outcome for Pre-K that states: "With guidance and support ask appropriate questions about what a speaker says". Developmentally a 4yr. old is not capable or ready to perform this task. They are ego-centered. There questions won't be questions; they will be telling about themselves or something they did.         | 7/9/2015 12:58 PM |
| 12 | 1. Look at people when you speak or listen 2. Speak clearly don't mumble. 3. Listen for details and important information 4. Speak in correct English! No Slang   | 7/9/2015 12:35 PM |
| 13 | K-4 standards are certainly not developmentally appropriate and as a principal dread watching kids feel like failures being expected to achieve things that we ourselves did not get introduced to until high-school in some instances.   | 7/9/2015 9:43 AM  |
| 14 | I appreciate that "building on others' ideas and expressing their own clearly" was included in this standard. It is imperative that students listen to and make connections with their peers.   | 7/8/2015 3:19 PM  |
| 15 | This is a well written standard. It is appropriate for each age level.  | 7/8/2015 12:33 PM |
| 16 | To have the basis of forming words for reading and writing. make sure they know all their alphabets before hand.  | 7/8/2015 9:55 AM  |
| 17 | Some focus should include speaking in complete sentences.   | 7/8/2015 9:33 AM  |
| 18 | In regards to pre-k standards, I would like to see the standards move towards the "student will" rather than being introduced.  | 7/8/2015 8:03 AM  |
| 19 | Need more one on one, and verbal essays that need to be done in front of the class instead of on a tearout or copy from a book  | 7/7/2015 11:31 PM |
| 20 | How many 4 and 5 year olds do you know that can formally write a personal narrative and argumentative anything? Speak articulately and critically think? Seriously?! Common core is absurd and is not cognitively appropriated until age 13 when the brain develops in the frontal cortex, go do your research.                             | 7/7/2015 8:09 PM  |
| 21 | Love the language used in all the standards   | 7/7/2015 7:27 PM  |
| 22 | In the Kindergarten Standards, students will be able to participate respectfully during discussions and presentations. This is key to the kindergarten learning process. Many of our children have not been to school until Kindergarten so a big part of their speaking and listening component is being able to participate respectfully. | 7/7/2015 4:33 PM  |

**Q6 Comments or Recommendations for  
Standard 2: Reading Process/Writing  
Process PreK-4 Oklahoma Academic  
Standards for English language arts - July  
2015 Draft.**

Answered: 35 Skipped: 325

| # | Responses   | Date               |
|---|---|--------------------|
| 1 | As previously notes, more emphasis needs to be placed on the Phonological Processing before moving on to the Phonics. Then, the Phonics skill progression (Carol Tolman, Dr. Louisa Moats) should advance as follows: digraphs, trigraphs, vowel teams, blends, word families, inflections, syllable types, morphemes adding roots/affixes and word origin at the middle school grades. I also noticed that fluency did not provide an approximate goal for words read correctly per minute (wpm) and include "prosody" as part of the definition (Hasbrouck/Tindal). If approximate wpm goals are not specified, teachers will not have a proper gauge for tracking reading success.   | 7/22/2015 11:09 AM |
| 2 | Students should hear the terms author and illustrator and understand the jobs of each. However, students in kinder should not be assessed on such. For the high frequency words-I agree --however more direction please--our district has moved from 26-to 30-37 and now 50-- in kinder so that in first they can learn 100--just because you need to know 100 in first , does not mean all kiddos can learn 50 in kinder. I realize it is open for each district to decide... But is there any way to state a good range---for example 10-30 high frequency words? I agree with the deciding for kinder however there is a lot of expectations for first -- could lessen the amount of decoding skills and leave time for more practice and development of previous skills and newly learned skills                      | 7/21/2015 9:07 AM  |
| 3 | The developmental range of students in any particular grade throughout grades PK -2 does not seem to be appropriately addressed. There should be emphasis on showing growth rather than hard, fast "outcomes." Fluency is also inadequately addressed; there is no standard that discusses the concept of making previously decoded words and phrases automatic, which is a mark of mature reading.   | 7/17/2015 8:18 PM  |
| 4 | The comprehension skills are very specific and aligned to each grade level. I would like to see these specific skills repeated when appropriate throughout the other standards as well. I understand the format of this standard, but an explanation of PA and PH within this standard may need to be noted as I had to look for the writing process part of the standard. The format may need to be looked at as it might be a little confusing for a new teacher. I would move the "writing process" to a different area and since this standard is focusing on learning to read and learning to write (phonics and spelling) there should be standards addressing the production of correctly written and spelled words under this standard. This standard needs to be reworked in format. The content is appropriate. | 7/17/2015 9:33 AM  |
| 5 | I like that writing legibly is included.  | 7/16/2015 9:11 PM  |
| 6 | Under phonological awareness, kindergarteners should be able to blend/segment 3 phonemes in a single syllable word. Developmentally, segmenting 4 phonemes is too difficult for a 5 year old. The standard does not specify how many phonemes must be segmented in a single syllable word for a kindergartener. Even though phonological awareness SHOULD be mastered by 3rd grade, if a student does not have mastery, a 3rd grade teacher will need to remediate. Could something be added such as "remediate until mastered"? Under fluency, will "grade-appropriate text" be defined for each grade? How will it be determined if ones students are meeting/exceeding this standard? Through DIBELS, AIMsweb, etc?  | 7/16/2015 9:42 AM  |
| 7 | Writing - standard is confusing - list topics of interest about prek topics and decide who can answer their questions   | 7/14/2015 6:30 PM  |

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|    |  |                    |
|----|--|--------------------|
| 8  | I think segmenting and blending sounds is not age appropriate. I don't think 4 year olds have a understanding of what punctuation really is and what it does. I think recognizing the first name and the letter in it, some upper and lower case letters are developmentally appropriate but not the printing. I think the fine motor for many is not developed yet and they need to be given more time. Who is to say what pencil grip is the correct grip. Gessel says that you shouldn't change the grip they will use what feels right for them. I think there is too much frustration when you have them writing too much too soon.   | 7/14/2015 5:12 PM  |
| 9  | I'm making one comment addressing the reading and the writing components. Regarding PreK through First grade. The standards are very aggressive. They would be great if the average student could attain this. But majority of students are not average academically. The majority of students are at a deficit in their academics due to home life, poverty, etc. These academics are for a perfect world where these children are ready to learn. That's not the norm here. You can push very difficult standards on teachers but the students will not be able to perform them. We are going to see an increase in special ed students due to the inability to meet these difficult standards. They are not realistic for the age of the child. | 7/14/2015 10:31 AM |
| 10 | I do not like the progression of writing process from 1-2-3rd grade...All three should be printing correctly formed letters legibly....and why not have cursive in third grade?  | 7/14/2015 9:37 AM  |
| 11 | Please keep in mind that all print begins with an alphabet...so reading/writing can begin in Pre-K   | 7/13/2015 2:14 PM  |
| 12 | There was very little guidance in what qualified as appropriate fluency level. For consistency I suggest giving a range. It seems crucial that students should learn to summarize to check their comprehension. Will that be explicitly mentioned?   | 7/11/2015 4:29 PM  |
| 13 | I think the vertical sequencing of comprehension skills is beautiful! I like that more specific examples of comprehension skills are given at each grade level, so that you can clearly see what types of experiences students should be having in each grade. I LOVE that in the fluency section, it states that students fluency should indicate comprehension. It really reminds us of the purpose for good fluency. (I.E. Not just to hit a certain number of words on an assessment) In the writing process, I like that it mentions publishing when appropriate - it indicates that the writing process shouldn't be strictly linear.  | 7/10/2015 2:31 PM  |
| 14 | I think the standards in Phonological Awareness really need to be strengthened. Phonological Awareness is the reason students begin to struggle. It looks to me like they have been watered down.  | 7/10/2015 1:04 PM  |
| 15 | I think our 2nd and 3rd grade students need a more rigorous phonics standard.  | 7/10/2015 10:51 AM |
| 16 | Very concerned about the age appropriateness of the PK, K, and 4th grade standards   | 7/9/2015 6:24 PM   |
| 17 | Pre-K & K: Need more clarification on the learner outcome that says: " the student will hear and identify syllables in words". They way I understand this -----the outcome is not developmentally appropriate. This is a first grade skill. The end of Kindergarten maybe.   | 7/9/2015 12:58 PM  |
| 18 | 1. Eyes track left to right 2. sight words 3. Phonemic Awareness/Learn to sound out words 4. Write in Complete sentences with correct punctuatiou. 5. Follow a set process for good writing.   | 7/9/2015 12:35 PM  |
| 19 | We are setting these young children up to feel like failures, when they should be excited and eager to learn and learning should be fun.   | 7/9/2015 9:43 AM   |
| 20 | It lists printing for third grade then says fourth can print or write in cursive. Where is cursive taught? Should that be added to third grade?  | 7/9/2015 8:03 AM   |

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|    |  |                   |
|----|--|-------------------|
| 21 | Phonological Awareness--PreK identifying beginning sounds is developmentally inappropriate. As is PreK segmenting and blending sounds. Print concepts--"1st graders will print their first and last name". This should not be a first grade standard. Students need to come into first grade already knowing how to print their name. With K being a requirement, this is a skill that should be learned then. A similar standard is written in the PreK phonics section. This standard is appropriate for PreK, but it is illogical to put these similar standards in different places. It is also illogical for PreK and 1st to have these standards, while K has no standards about writing or even recognizing their names. In the writing process section, the standard states that K students should write most letters correctly. By the end of kindergarten, students should be writing ALL letters, upper- and lower-case, correctly, with the exception of occasional reversals. Students coming into 1st grade not writing all letters correctly are already significantly delayed. | 7/8/2015 6:08 PM  |
| 22 | Do not include segmentation of phonemes at the pre-k level   | 7/8/2015 5:02 PM  |
| 23 | Students are not taught to write first and last name and uses spaces between words until first grade!! That is crazy. And the fact that it says kinders should know "some high frequency words" this needs to be more specific. PreK kids can learn "some" high frequency words. All of the phonics falls to first grade with little or no support before or after.  | 7/8/2015 3:55 PM  |
| 24 | As a veteran teacher I know the reading process. A new teacher would be unable to use this standards to adequately and effectively teach the reading process. Direct explicit phonics is needed. This standard needs to provide a much more in-depth view of the reading process for inexperienced teachers. Considering most struggling readers do so because of decoding issues, phonological and phonemic standards should be included through at the the 6th grade if not beyond.  | 7/8/2015 3:42 PM  |
| 25 | The progression of Reading/Writing Processes are appropriate for each grade level.   | 7/8/2015 3:19 PM  |
| 26 | Decoding: Phonics, Word Recognition and Structural Analysis I feel that there are too many phonetic rules being introduced in 1st grade. Students cannot fully develop an understanding of the rules when the teacher has to push through in order to introduce them all. By the time students reach 3rd grade, I am trying to re-teach 1st grade phonics, because students never really grasped the concept. I feel we should be teaching at a deeper level rather than making sure we hit the surface of everything. Possibly consider spreading it out even into 3rd grade. I cannot teach my 3rd grade multi syllabic words if they are still fumbling over basic phonic skills. We have many rules in our language, by placing that much on 1st graders, we are asking too much.  | 7/8/2015 3:04 PM  |
| 27 | For the Prek standards, I think they need to be able to tell the difference between a word and letter. Letter recognition should be added in a way that teachers can asses specific expectations. Using "some" and "many" have different meanings for different people and is therefore difficult to asses. There should be some expectation of mastery in some of the standards. Punctuation is not really important at the prek level. What is the "appropriate" pencil grip.  | 7/8/2015 2:50 PM  |
| 28 | This is a well written standard. It is appropriate for each age level.   | 7/8/2015 12:33 PM |
| 29 | The school system needs to make sure that all students can print their letters and numbers correctly.  | 7/8/2015 9:55 AM  |
| 30 | In regards to pre-k standards, I would like to see the standards move towards the "student will" rather than being introduced.   | 7/8/2015 8:03 AM  |
| 31 | Verbal essays that need to be written out with rough draft and final draft to work on public speaking and penmanship   | 7/7/2015 11:31 PM |
| 32 | Common core loud and clear, YIKES!   | 7/7/2015 8:09 PM  |
| 33 | For kindergarten, 1st, and 2nd grade I would love for it to define which sight words students should know. Pre-primer and Primer for kinder, etc..... Mainly because not all schools or curriculums chooses the same words. I love that everything is more stair-stepped I would love to see this done with comprehension skills and strategies as well. For instance in PreK they will make personal connections to the text and begin some predicting and sequencing. Obviously this will continue in kinder but go deeper and add students making connections to like text, etc... This way each comprehension skill and strategy has time to really develope as opposed to touching on each skill and strategy during the year.  | 7/7/2015 7:27 PM  |

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|    |   |                  |
|----|---|------------------|
| 34 | Folktales and fables should be included here. There is an incredible amount of learning that goes on when comparing different versions of stories, identifying morals, and writing their own fable or folktale. | 7/7/2015 5:37 PM |
| 35 | In the Kindergarten standards, *Identify characters and setting in a story, not just characters.  | 7/7/2015 4:33 PM |

**Q7 Comments or Recommendations for  
Standard 3: Vocabulary PreK-4 Oklahoma  
Academic Standards for English language  
arts - July 2015 Draft.**

Answered: 19 Skipped: 341

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | Vocabulary can be taught more efficiently by examination of patterns in 3rd and 4th grades and should have suggested strategies for doing this using graphic organizers, such as sorts and the Frayer Model, and manipulatives for word building. Again, if these are not suggested, young teachers won't know to implement. Many teacher training programs are not providing adequate instruction in current reading strategies. OK should not leave it to colleges, Teacher Coaches, and textbooks to supply some of the needed components that are currently missing and creating instructional gaps. | 7/22/2015 11:09 AM |
| 2  | Should remind teachers that this is for verbal skills and listening to texts read -- not when kinders read!!   | 7/21/2015 9:07 AM  |
| 3  | Vocaulary expectations in K may be too demanding.  | 7/17/2015 8:18 PM  |
| 4  | Standards consider a variety of backgrounds in oral language development; standards are easily understood by teachers and parents  | 7/15/2015 12:05 PM |
| 5  | digital resources? I don't have a student computer, we have limited use of computer lab b/c of state testing, so students are unable to "use" digital resources to gather info and questions - how is a PreK student who cannot read to begin with and does not know how to research on the computer, supposed to be able to gather information, and how are they supposed to "communicate" with others  | 7/14/2015 6:30 PM  |
| 6  | good   | 7/14/2015 9:37 AM  |
| 7  | I love that morphology is starting in the earlier grades. In the past it always seemed that using word parts to determine meaning had to wait until phonics was mastered, but it is a skill that should be used so much earlier to help determine meaning!   | 7/10/2015 2:31 PM  |
| 8  | 1. sight words 2. dolch words 3. Robust words 4. ACT words 5. Vocabulary just has to be a high priority  | 7/9/2015 12:35 PM  |
| 9  | These common core standards are NOT appropriate for any student under the age of 12!   | 7/9/2015 9:43 AM   |
| 10 | While I believe vocabulary is a strong component of teaching reading, I think we missed the boat on this one especially in PreK-3. This needs to somehow emphasize that rich vocabulary comes from experiences in listening to reading, participating in conversations, authentic experiences in areas of math, science and social studies. This really emphasizes the skill of taking apart words, affixes, prefixes etc.. In the early grades vocabulary instruction is language based within the stories, poems, songs etc... I think this focus may have teachers thinking another way.              | 7/8/2015 10:09 PM  |
| 11 | In the reading section, the PreK standard states that students should be recognizing context clues. PreK classes should be focused on reading aloud high-quality text to expose students to the structure of text and story, and the language of story. They should not be concerned with dissecting context clues. In the writing section, there needs to be more distinction between the PreK and K standards. Each grade level should be expected to take a little step forward, and the omission of the words "begin to" is not a strong enough distinction.   | 7/8/2015 6:08 PM   |
| 12 | With guidance and support, students will begin to develop an awareness of context clues and text features.- is not appropriate for pre-k   | 7/8/2015 5:02 PM   |

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|    |  |                   |
|----|--|-------------------|
| 13 | Recommendations for vocabulary instructions are also incredibly vague. Focus needs to be given to useful words. Isabel Beck's Tier 2 words would be a good starting point. | 7/8/2015 3:42 PM  |
| 14 | How do you asses or recognize an authors rhythm?   | 7/8/2015 2:50 PM  |
| 15 | This is a well written standard. It is appropriate for each age level.   | 7/8/2015 12:33 PM |
| 16 | In regards to pre-k standards, I would like to see the standards move towards the "student will" rather than being introduced.   | 7/8/2015 8:03 AM  |
| 17 | More lists of spelling test and definition look up, so children can understand what they are writing and reading better that needs to be done on a daily basis as homework | 7/7/2015 11:31 PM |
| 18 | More of the same, common core continues!   | 7/7/2015 8:09 PM  |
| 19 | Nothing  | 7/7/2015 7:27 PM  |

**Q8 Comments or Recommendations for  
Standard 4: Critical Reading/Critical Writing  
PreK-4 Oklahoma Academic Standards for  
English language arts - July 2015 Draft.**

Answered: 19 Skipped: 341

| # | Responses   | Date               |
|---|---|--------------------|
| 1 | The standards need address "close reading", whether it referred to by this term or not. Readers should have multiple exposures to the same text to glean more and think critically as well as comparing multiple texts for their similarities and differences. Again, providing examples in the standards "fleshes out" what should be taught and may be overlooked if not supplied.  | 7/22/2015 11:09 AM |
| 2 | The concept of recognizing how characters change throughout a narrative is not addressed and should be, certainly by 3rd grade. However, several of the 3rd grade standards require an uneven level of abstraction. For example, 3rd graders require "guidance and support" to determine the theme of a story, but are expected to identify and understand figurative language on their own.  | 7/17/2015 8:18 PM  |
| 3 | Critical Reading and Critical Writing standards need to be better connected. If we are expecting our students to produce through writing, then the need to be able to identify and should be noted under the critical reading standard. For example, if we are asking our students to write critically including main idea and details then they should be expected to identify them through critical reading. Maybe moving the comprehension section under Standard 2 here would help. Critical Writing needs more details like 5-12. The Traits are not mentioned and there are no specific areas of focus for the production of writing pieces. For example, are we focusing on a particular mode of writing specifically for 3rd/4th. 5-8 mentions traits, word choice, ideas, etc. The traits typically show up in basal readers and have been used for years in the state. I would like to see Trait language added to better align with 5-8. | 7/17/2015 9:33 AM  |
| 4 | I really liked the way these standards spiraled throughout the grade levels and I felt like they are specific enough to give teachers clear understanding about what is expected regarding writing for each grade level. PASS standards are too general and do not give teachers enough clarity regarding the expectation for each grade level in many areas.   | 7/15/2015 1:15 PM  |
| 5 | writing - participate in writing activities for increasingly extended periods of time - is this actually writing or expression through drawing; how long is an extended period of time; how much do you think PreK students will actually be able to "write" on their own; is this copying off a board or example?  | 7/14/2015 6:30 PM  |
| 6 | good  | 7/14/2015 9:37 AM  |
| 7 | I didn't see any mention of cause and effect. Will this be up to teacher discretion? It seems hard to read both fiction and nonfiction without understanding cause and effect. I would also like some guidance and how much to emphasize fiction and nonfiction texts.  | 7/11/2015 4:29 PM  |
| 8 | For both this Standard and Standard 2 - I like that the comprehension skills are not listed in isolation, but grouped to show the relationship between skills. In the writing section, I like that a lot of the wordiness of the PASS Standards is gone. There used to be so much detail I felt like each student piece had a laundry list of requirements to meet, and the new general descriptions allow for some individualization within each of the types of writing.  | 7/10/2015 2:31 PM  |
| 9 | 1. How to read for details 2. Practice reading and solving problems   | 7/9/2015 12:35 PM  |

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|    |  |                   |
|----|--|-------------------|
| 10 | These common core standards are NOT appropriate for any student under the age of 12! How can a child be expected to write if they can't read?  | 7/9/2015 9:43 AM  |
| 11 | In the writing section, there needs to be more distinction between K and 1st standards. 1st grade students can begin to explore the different writing genres that currently begin in the 2nd grade standards.  | 7/8/2015 6:08 PM  |
| 12 | I disagree that children in kindergarten should be using digital tools. 5 year olds need LESS interaction with "digital" tools and more interactions with teacher directed activities (dictated stories to teachers, drawings, etc). I do not understand what it means when it states the students will practice safe behaviors when communicating and interacting with others   | 7/8/2015 4:18 PM  |
| 13 | The three genres of writing (Narrative, Informative, and Opinion) are well aligned and appropriate for each grade level.   | 7/8/2015 3:19 PM  |
| 14 | This is a well written standard. It is appropriate for each age level.   | 7/8/2015 12:33 PM |
| 15 | Since we have to follow the legislative bills, some emphasis should include fluency.   | 7/8/2015 9:33 AM  |
| 16 | More n more of all of these not only does it help the children to understand the words but it gives them a chance to learn new words n meanings and there needs to be more essays in every grade level, don't see any of these anymore at all!   | 7/7/2015 11:31 PM |
| 17 | more common core crud for teachers to implement even though we already know it is not appropriate.   | 7/7/2015 8:09 PM  |
| 18 | Nothing  | 7/7/2015 7:27 PM  |
| 19 | In the Kindergarten standards, I don't see that identifying author's purpose is exactly appropriate for them. It makes more sense for students to determine more about the difference between fiction and non-fiction, that non-fiction's purpose is to teach you/inform, and that fiction is stories of pretend. That's what the focus should be in kindergarten, not author's purpose. Author's Purpose should be stressed more in first grade on up. However, I do like that all forms of writing are expected in kindergarten: narrative, opinion, and informative. They can do all types of writing just as they can read all types of books. | 7/7/2015 4:33 PM  |

**Q9 Comments or Recommendations for  
Standard 5: Language PreK-4 Oklahoma  
Academic Standards for English language  
arts - July 2015 Draft.**

Answered: 18 Skipped: 342

| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | Agree  | 7/21/2015 9:07 AM  |
| 2  | The "guidance and support" phrase is rarely found after K. It should be considered as a support for children who are later developers up through at least 2nd grade. The range of development from PK-2nd grades can be very wide, and many students may need support especially in vocabulary.  | 7/17/2015 8:18 PM  |
| 3  | Reading and Writing under the language standard need to be better connected. If we want our students to produce sentences with nouns and verbs, then they should be introduced to that skill under the reading portion of the standard, specifically in Kindergarten. Once again, if it is expected to be produced then our students need to be able to identify the specific skill through reading. Where do identifying the parts of a sentence; subject/predicate come? That needs to be added. | 7/17/2015 9:33 AM  |
| 4  | I really think the functions of nouns should be included with the function of verbs in the 2nd grade Reading section. Nouns and verbs have such a close relationship, verb choice depends on the noun in many situations. They need to be looking at both.   | 7/16/2015 3:31 PM  |
| 5  | good   | 7/14/2015 9:37 AM  |
| 6  | Exposure to multiple languages and cultures will instill an open-mindedness that is necessary for today and tomorrow's social environment.   | 7/13/2015 11:04 AM |
| 7  | Add specific punctuation such as commas and apostrophes  | 7/10/2015 3:42 PM  |
| 8  | I am so glad to see less grammar skills in each level! It will be so much easier to teach a few standards well instead of briefly touching on so many!   | 7/10/2015 2:31 PM  |
| 9  | I'm not sure compound sentences are grade level appropriate for 1st grade learners. When you state "expand compound sentences" do you simply mean add more detail to enhance the sentence's meaning? Please be more specific.  | 7/10/2015 7:43 AM  |
| 10 | 1.. Parts of Speech 2. Make-up of sentence structure   | 7/9/2015 12:35 PM  |
| 11 | These common core standards are NOT appropriate for any student under the age of 12!   | 7/9/2015 9:43 AM   |
| 12 | Third graders will have trouble with abstract nouns.   | 7/9/2015 8:03 AM   |
| 13 | Kindergarteners are required to write sentences with a noun and verb, but not their first and last name...   | 7/8/2015 3:55 PM   |
| 14 | I feel the Writing section of this standard is too rigorous for 4th grade. Fourth grade students have not studied relative and reflexive pronouns in the past. This has been introduced beyond fourth grade.   | 7/8/2015 12:33 PM  |
| 15 | In regards to pre-k standards, I would like to see the standards move towards the "student will" rather than being introduced.   | 7/8/2015 8:03 AM   |
| 16 | Oral essays n book reports as well as out loud in class reading!   | 7/7/2015 11:31 PM  |

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|    |                                 |                  |
|----|---------------------------------|------------------|
| 17 | Common core needs to go bye bye | 7/7/2015 8:09 PM |
| 18 | Nothing                         | 7/7/2015 7:27 PM |

**Q10 Comments or Recommendations for  
Standard 6: Research PreK-4 Oklahoma  
Academic Standards for English language  
arts - July 2015 Draft.**

Answered: 19 Skipped: 341

| #  | Responses  | Date              |
|----|--|-------------------|
| 1  | Yes!! Agree  | 7/21/2015 9:07 AM |
| 2  | Should include reference sources (atlas, dictionary, etc.) Also, identify text features (bold print, captions, ect.) This might go under a different standard.   | 7/16/2015 9:11 PM |
| 3  | I think this can begin later. So many other skills to teach them first.  | 7/14/2015 5:12 PM |
| 4  | good   | 7/14/2015 9:37 AM |
| 5  | My one concern about the research standard is in grade 4, it states that students need to be citing sources. I don't know that my elementary students are quite ready for the formal citation process. If this is meant as informal citing, it would be helpful to indicate that in the standard, so that we are not required to formally cite out of confusion. | 7/10/2015 2:31 PM |
| 6  | Because of the internet research is now a technology and students need to learn to research on the internet as well as library research.   | 7/9/2015 12:35 PM |
| 7  | NOT appropriate for elementary aged children who are still not logical thinkers.   | 7/9/2015 9:43 AM  |
| 8  | Students will have difficulty deciding if the resource is accurate and relevant. They will have trouble independently organizing and presenting information. Perhaps it should still say "with guidance and support."  | 7/9/2015 8:03 AM  |
| 9  | The standard for 3rd grade that states, "Students will determine the accuracy and relevance of the information for their specific topic of interest," needs to say, "with support". They will need help initially to determine if information (especially from online sources) are accurate.   | 7/9/2015 6:49 AM  |
| 10 | The writing component of this standard for third grade does not prepare students for the expectations in fourth grade. "Students will record pertinent source and follow an established format," could easily be added to the third grade component.   | 7/8/2015 3:19 PM  |
| 11 | Students will record pertinent source and follow an established format. Students will cite all quoted words, introducing them in one's own words, and identify sources. I feel that these two descriptors are also too rigorous for 4th grade. There is too much of a "jump" from 3rd to 4th grade in this area.   | 7/8/2015 12:33 PM |
| 12 | A lot of these resources are irrelevant because of technology.   | 7/8/2015 7:57 AM  |
| 13 | In class research groups on any subject that is being done, needs to be written out and then verbally given in front of class  | 7/7/2015 11:31 PM |
| 14 | so sick and tired of reading this common core jargon   | 7/7/2015 8:09 PM  |
| 15 | Nothing  | 7/7/2015 7:27 PM  |
| 16 | Standard needs to be more specific especially for 3rd grade OCCT test.   | 7/7/2015 7:00 PM  |

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|    |   |                   |
|----|---|-------------------|
| 17 | Please give details, details, details and several examples of what is expected when it come to research for this level. This is difficult area when students are independent readers but very difficult when they are not reading on their own. We need a lot of guidance in this area.   | 7/7/2015 6:21 PM  |
| 18 | Concern about available technology.   | 7/6/2015 11:55 PM |
| 19 | I have issues with requiring research when schools do not have the funds for print and digital resources for students to use to research. I also struggle with requiring this in 1st grade when students are struggling to decode most words yet you want them to comprehend through research and then create a "project" to share what they learned. As a grad student going to be a LMS I think this is a great idea just not realistic for most 1st graders. 2nd and up this is great. There is actual research where the LMS collaborates with teachers and test scores are going up but I just do not see this working well for K-1. | 7/6/2015 10:32 PM |

**Q11 Comments or Recommendations for  
Standard 7: Multimodal Literacies PreK-  
4 Oklahoma Academic Standards for  
English language arts - July 2015 Draft.**

Answered: 16 Skipped: 344

| #  | Responses  | Date              |
|----|--|-------------------|
| 1  | Agree  | 7/21/2015 9:07 AM |
| 2  | "Students will create multimodal texts to communicate knowledge and develop arguments." I didn't notice in any grade level that the students developed arguments. Also, the term 'appropriate' is very general and isn't specific enough.  | 7/16/2015 9:11 PM |
| 3  | good   | 7/14/2015 9:37 AM |
| 4  | I love the concept of including multimodal literacy.   | 7/10/2015 2:31 PM |
| 5  | Absolutely absurd at the elementary grade level.   | 7/9/2015 9:43 AM  |
| 6  | I liked this standard and its integration of technology.   | 7/8/2015 3:42 PM  |
| 7  | Excellent!   | 7/8/2015 3:19 PM  |
| 8  | I need further information on this standard. At this point, I do not feel like it is developmentally appropriate.  | 7/8/2015 3:04 PM  |
| 9  | This is a well written standard. It is appropriate for each age level.   | 7/8/2015 12:33 PM |
| 10 | pre-k should be hands-on an experience oriented. Media should be limited at this age.  | 7/8/2015 9:02 AM  |
| 11 | Don't see any of this in any schools anymore, and yet education is suppose to be important to everyone and yet they make it as lazy as possible for the teacher with all the computers, children need to write, look in a dictionary, and give orals in order for them to get a better grip on everything! | 7/7/2015 11:31 PM |
| 12 | give me a break, please?!  | 7/7/2015 8:09 PM  |
| 13 | Nothing  | 7/7/2015 7:27 PM  |
| 14 | Standards should be more specific. Do not leave teachers guessing about what will be tested and won't be tested.   | 7/7/2015 7:00 PM  |
| 15 | Concern about available technology.  | 7/6/2015 11:55 PM |
| 16 | I have issues with requiring research when schools do not have the funds for print and digital resources for students to use to research.  | 7/6/2015 10:32 PM |

**Q12 Comments or Recommendations for  
Standard 8: Independent Reading and  
Writing PreK-4 Oklahoma Academic  
Standards for English language arts - July  
2015 Draft.**

Answered: 20 Skipped: 340

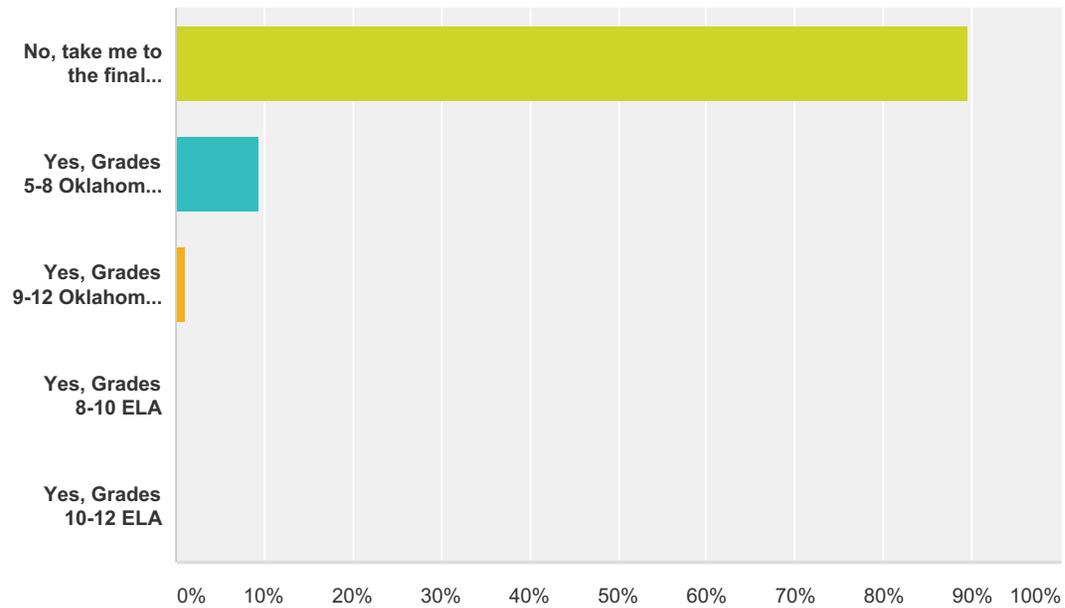
| #  | Responses  | Date               |
|----|--|--------------------|
| 1  | A suggested daily time allotment across the content areas should also probably be included in the standards to reinforce the fundamental idea that reading is a skill that must be practiced by every teacher. If sustained reading is never suggested (or provided), teachers may not allow it. Research (Dr. Eric Jensen and others) on poverty also supports the use of "Quick Writes" as an effective tool for maximizing learning and it needs to be valued as much as the longer and varied types of writing in that it forces students to filter for key concepts. Adding it to the standards would increase the chances that it is being used. | 7/22/2015 11:09 AM |
| 2  | Agree  | 7/21/2015 9:07 AM  |
| 3  | One section of Standard 8 requires students to "demonstrate interest in books." This is a totally unworkable standard as stated. Teachers can and should work to build student interest, but cannot guarantee it because it is built upon students affect. Better and more supportable language would be "The student will demonstrate growth in interest in literacy (not just books)."   | 7/17/2015 8:18 PM  |
| 4  | Saying that the students will write for 'an extended period of time' is very broad and open to interpretation.   | 7/16/2015 9:11 PM  |
| 5  | I think it is great for students to spend time with books. I feel offering writing for the ones that are developmentally ready is great but making it an extended period of time is not developmentally appropriate.   | 7/14/2015 5:12 PM  |
| 6  | good   | 7/14/2015 9:37 AM  |
| 7  | I love that the concept of reading for personal reasons was included. It's a good reminder that reading is not just work, it is also fun! :)   | 7/10/2015 2:31 PM  |
| 8  | This is very vague.  | 7/10/2015 7:43 AM  |
| 9  | Due to higher numbers in the classroom, the age appropriateness of these standards concern me  | 7/9/2015 6:24 PM   |
| 10 | Must have programs such as Accelerated Reader to encourage independent readers. Finding answers to interesting questions by reading a book, story, newspaper articles etc.   | 7/9/2015 12:35 PM  |
| 11 | Independent? So what is the point of having teachers if we want students to teach themselves? Teachers need to teach NOT test. These standards are over their heads, and most teachers can't even do what we are expecting little 5,6,7,8,9 year old children to do. Most of the vocabulary is high-school level and there is certainly no time to teach genuine phonics in Pre-K and Kindergarten. Sadly, I struggle daily watching kids hate school and great teachers leave in droves.  | 7/9/2015 9:43 AM   |
| 12 | K students should be expected to do more than interact independently with books. They should be reading emergent, predictable, and repetitive texts throughout the year.   | 7/8/2015 6:08 PM   |

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|    |   |                   |
|----|---|-------------------|
| 13 | I like that it defines that each grade should have independent reading AND writing time. Very important.  | 7/8/2015 3:55 PM  |
| 14 | I don't understand why this is a separate standard?   | 7/8/2015 3:42 PM  |
| 15 | Thank you for not using specific Lexile (or other) levels for Independent Reading!  | 7/8/2015 3:19 PM  |
| 16 | This is a well written standard. It is appropriate for each age level.  | 7/8/2015 12:33 PM |
| 17 | This is where the parents can help at home.   | 7/8/2015 9:55 AM  |
| 18 | Essays and oral book reports! My children have done none of these and its sad to see the education system being so lazy!  | 7/7/2015 11:31 PM |
| 19 | Every 4,5,6,7,8 year might as well be teaching themselves, and how many are independent or ready to be independently teaching themselves?<br>Really? Seriously? how much would you have learned if you had to teach yourself while your teacher was administering assessments, and inputting data/reports on a daily basis? | 7/7/2015 8:09 PM  |
| 20 | Nothing   | 7/7/2015 7:27 PM  |

**Q13 Thank you for taking the Oklahoma Academic Standards for English language arts Grades PreKindergarten-4th grade Draft Feedback Survey July 2015. Would you like to provide feedback for other grades?**

Answered: 106 Skipped: 254



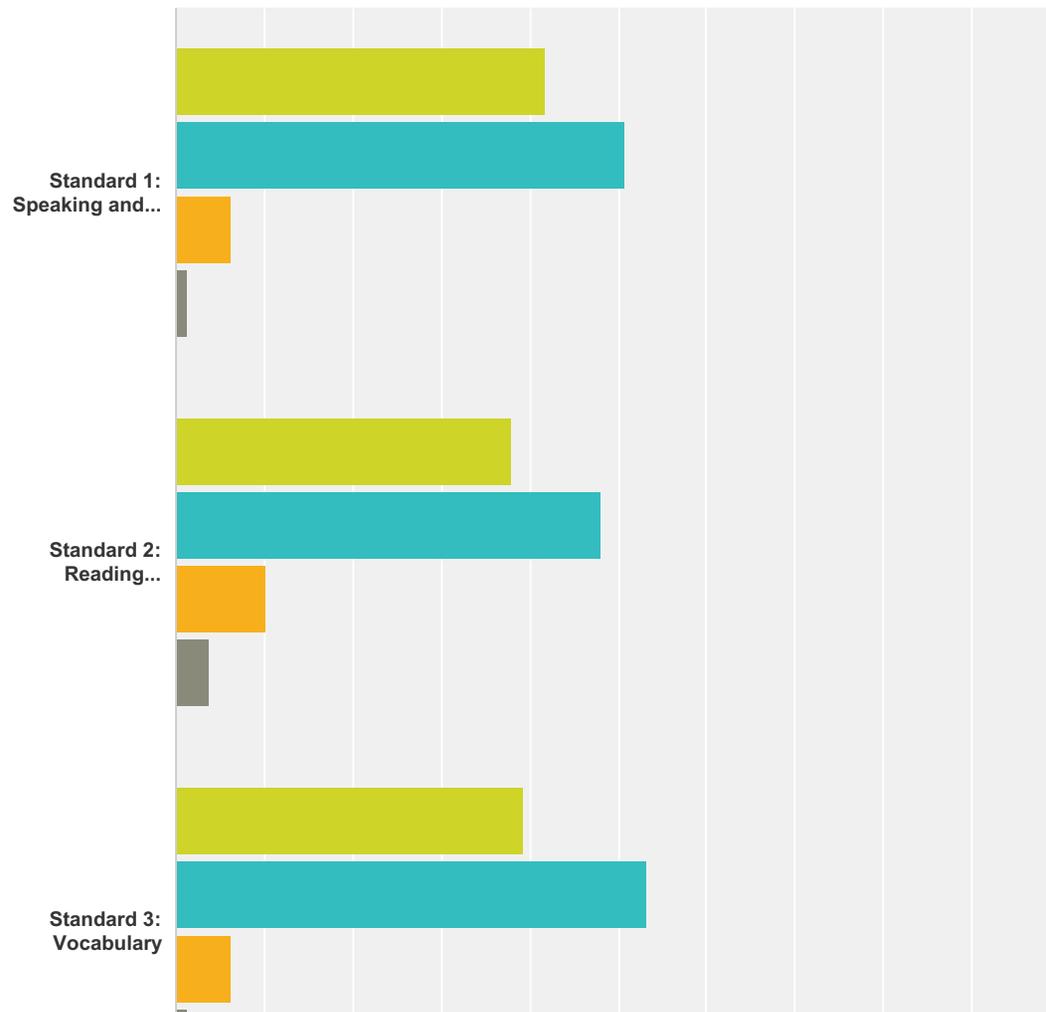
| Answer Choices  | Responses        |
|---|------------------|
| No, take me to the final questions.   | <b>89.62%</b> 95 |
| Yes, Grades 5-8 Oklahoma Academic Standards for English language arts- July 2015 Draft  | <b>9.43%</b> 10  |
| Yes, Grades 9-12 Oklahoma Academic Standards for English language arts- July 2015 Draft | <b>0.94%</b> 1   |
| Yes, Grades 8-10 ELA  | <b>0.00%</b> 0   |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

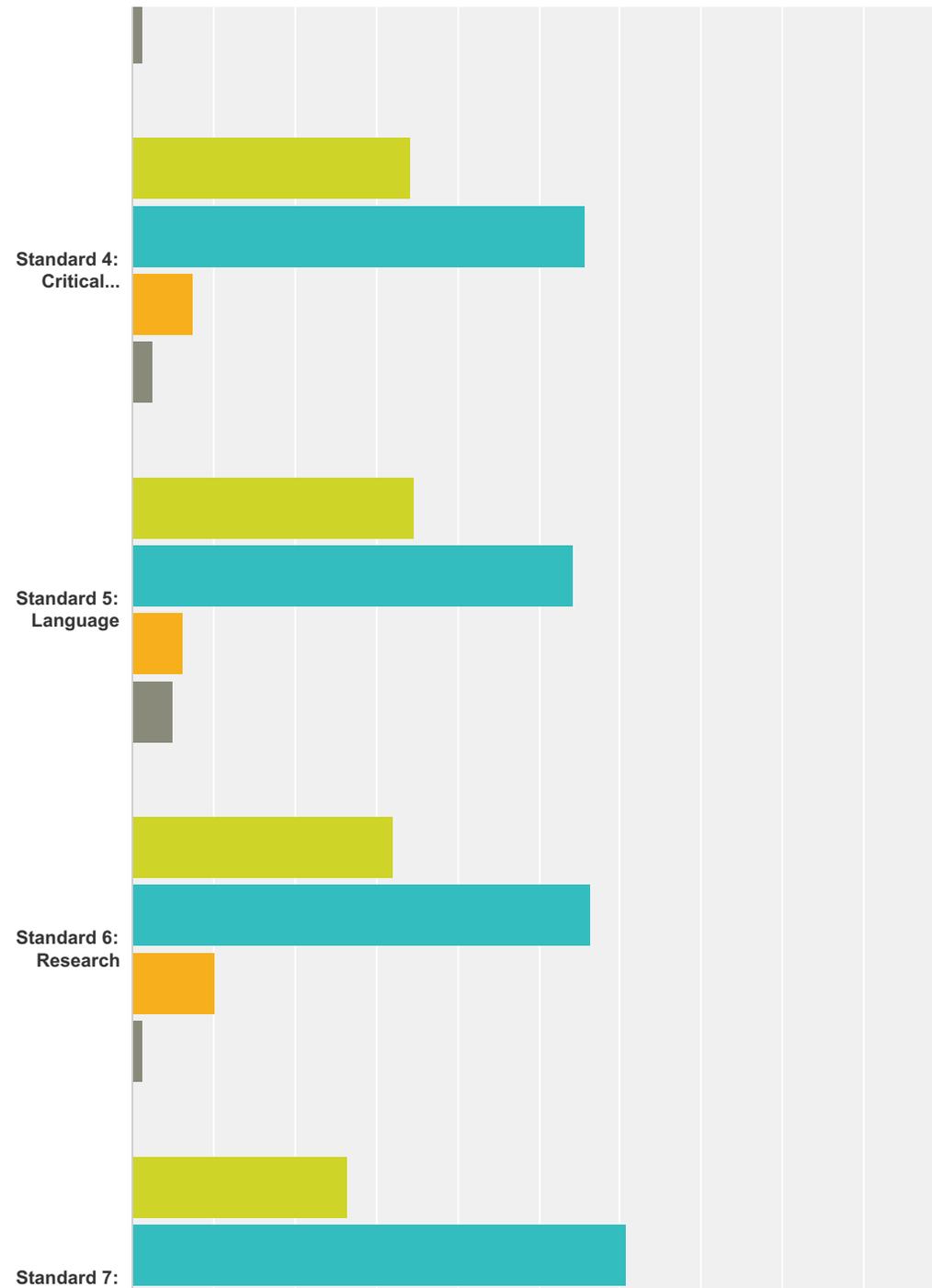
|                       |       |            |
|-----------------------|-------|------------|
| Yes, Grades 10-12 ELA | 0.00% | 0          |
| <b>Total</b>          |       | <b>106</b> |

**Q14 For each standard, decide your level of agreement with the following statement: This standard is appropriate for the grade and, when met, students are adequately prepared for each following grade.**

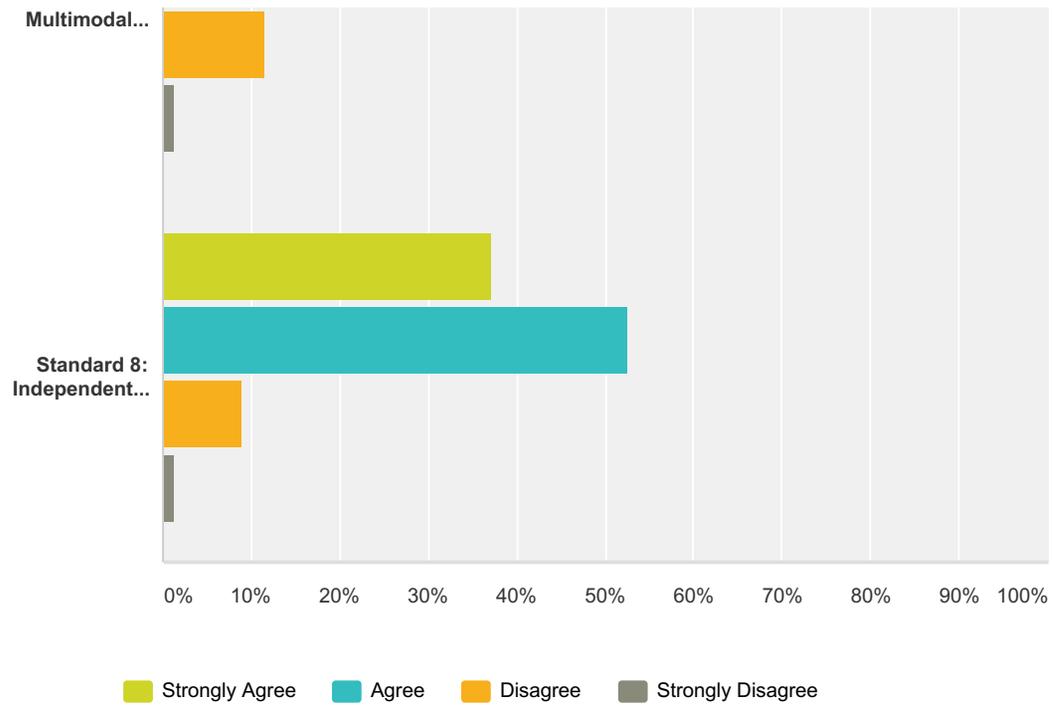
Answered: 81 Skipped: 279



Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



|   | Strongly Agree | Agree        | Disagree    | Strongly Disagree | Total |
|---|----------------|--------------|-------------|-------------------|-------|
| Standard 1: Speaking and Listening            | 41.77%<br>33   | 50.63%<br>40 | 6.33%<br>5  | 1.27%<br>1        | 79    |
| Standard 2: Reading Process/Writing Process   | 37.97%<br>30   | 48.10%<br>38 | 10.13%<br>8 | 3.80%<br>3        | 79    |
| Standard 3: Vocabulary                        | 39.24%<br>31   | 53.16%<br>42 | 6.33%<br>5  | 1.27%<br>1        | 79    |
| Standard 4: Critical Reading/Critical Writing | 34.18%<br>27   | 55.70%<br>44 | 7.59%<br>6  | 2.53%<br>2        | 79    |
| Standard 5: Language                          | 34.57%<br>28   | 54.32%<br>44 | 6.17%<br>5  | 4.94%<br>4        | 81    |
| Standard 6: Research                          | 32.05%<br>25   | 56.41%<br>44 | 10.26%<br>8 | 1.28%<br>1        | 78    |
| Standard 7: Multimodal Literacies             | 26.58%<br>21   | 60.76%<br>48 | 11.39%<br>9 | 1.27%<br>1        | 79    |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|   |                     |                     |                   |                   |    |
|---|---------------------|---------------------|-------------------|-------------------|----|
| Standard 8: Independent Reading and Writing | <b>37.18%</b><br>29 | <b>52.56%</b><br>41 | <b>8.97%</b><br>7 | <b>1.28%</b><br>1 | 78 |
|---|---------------------|---------------------|-------------------|-------------------|----|

## Q15 Comments or Recommendations for Grades 5, 6, 7, 8 Oklahoma Academic Standards for English language arts - July 2015 Draft

Answered: 46 Skipped: 314

| # | Responses   | Date               |
|---|---|--------------------|
| 1 | After many as a Reading Specialist, I have noted that the standards should include, not just "origins" of words, but make connections to the history of English language and what key events shaped and continues to shape the vocabulary we use. This is not strongly taught by most teachers and is key to unlocking meaning for new words that are encountered, both in speech and print. It explains irregular spellings, aids in learning new languages, and helps students learn the nuances of language that make them better readers and writers.   | 7/22/2015 11:20 AM |
| 2 | Overall, the standards are aligned well for both development and effective teaching. Just a personal preference comment: The presentation/organization of the math standards was more user-friendly. I found the ELA standards draft a little bogged down with repetitive text (Students will.. for example). As a former ELA teacher, I think the specific outline of a focused writing mode for each grade level with an overarching review of the others is a nice way to help the students master each mode while still getting practice across the spectrum. For standard 3, I would like to see the verbs strengthened for the reading standards across grade levels. Use and Understand are very weak and difficult for teachers and students to unwrap. Additionally, I think analogies could be included at least for 7th and above if not 6th. For standard 6, I think ethics behind sourcing could at least be introduced in 6th grade instead of waiting until 7th. | 7/21/2015 3:33 PM  |
| 3 | Modified standards for special education students. Theses standards will be extremely hard for this students who work below grade level.  | 7/20/2015 6:54 PM  |
| 4 | For 5th grade-No mention of fluency? Do they not need to continue to work on that skill after 4th grade? I like st. 8 but it needs to include examples of ways to measure and assess that. PASS said reading logs, reading journals, book reports. St. 5 I like that the focus is narrowed to a few parts of speech for 5th grade and focus mainly on narrative writing. st. 1- I like that it specifically states ask & answer questions in pairs, groups, whole class, individually, formal, informal. St 3 I am concerned with requiring figurative language in their writing in 5th grade. Many are not developmentally ready for that. Yes, teach it, show examples, maybe do as a whole class, but don't expect each individual to do that on their own at this level.  | 7/20/2015 4:04 PM  |
| 5 | I think these are fantastic! I love how they are vertically aligned, and that they are specific, yet brief in their description. For me personally, I find these standards appropriate and not overwhelming, without a need to "unpack" anything. They are clear and concise.   | 7/20/2015 3:12 PM  |
| 6 | Great content and very user friendly. My concern is the disconnect between 4th grade and 5th grade. There should be a more focused connection between K-4 and 5-8. The content for 5-8 is appropriate and specific.   | 7/17/2015 9:35 AM  |
| 7 | These standards seem so very vague and open to interpretation that may affect the effectiveness of teachers to adequately prepare students for testing.   | 7/16/2015 12:22 PM |
| 8 | Emphasis needs to be placed on Standard 8. Time needs to be put aside for that standard during the class week. ALso would like a comprehensive list of material appropriate for grade level.  | 7/16/2015 11:43 AM |
| 9 | I love that the standards are generic enough that I know what needs to be covered, but still feel as though I have freedom to teach in a way that is meaningful for my students.  | 7/16/2015 8:34 AM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                    |
|----|---|--------------------|
| 10 | I liked the standards for the most part. I felt like the committee did an excellent job with the vertical alignment of each skill. I particularly liked the writing standards for each grade level because I felt like they gave clear guidance regarding the writing expectation for each grade level. I do however believe that there are too many standards for each grade. It is unrealistic to believe that educators can teach ALL the standards written to mastery each year. I would like for the committee to cut the number of standards down and choose the standards that are "essential" to the success of students for the upcoming school year. Teachers are overwhelmed with the number of standards they are responsible for and cannot realistically teach, assess, and report on the number put out for each grade level. Why can't we develop a list of "essential" standards that can be taught deep and to mastery each year?   | 7/15/2015 1:20 PM  |
| 11 | The standards are written in language that is clear and concise. The standards cover skills that will assist students in obtaining success in the classroom and in state and national assessments. Additionally, the standards are worded so that they are easily connected to college and career readiness. This is an exceptionally well-developed set of aligned standards.  | 7/15/2015 12:21 PM |
| 12 | I appreciate the care to be specific per grade level as to grammar skills. I think this approach will allow teachers to be more thorough in a few skills rather than skimming over all the skills.  | 7/15/2015 11:15 AM |
| 13 | I'm concerned with the substandards. Students are asked to write narrative mode with no reference to literary elements. Where is text structure? I only see compare/contrast. If we are tracking per skill, where are the specific skills to offer remediation? When more than one skill is listed with "and" when we assess, how will we know which one in particular? Why such an emphasis on argument? Overall, I think it needs some more refining.   | 7/14/2015 7:20 PM  |
| 14 | I like the inclusiveness of the standards in relating reading to writing in each standard domain. I appreciate the development and continuing development of classroom work examples for both LA and math.  | 7/14/2015 6:23 PM  |
| 15 | How important is it to know word origins when words are presented in isolation? Students need to understand the origin of some of our well known cognates and the influence that other cultures have on our language so that they are better able to connect to the literature they read. Answering a word origin question on a multiple choice test will not satisfy this and does not indicate reading competency.  | 7/14/2015 9:41 AM  |
| 16 | I really love what I'm seeing for this draft! I like the reading and writing components for each standard. I like that there are 8 critical standards without all kinds of crazy substandards that are difficult to remember and reference quickly. I like the focus points and vocabulary given that needs to be learned at each grade level, especially for writing and grammar. I LOVE the vertical alignment charts with grade levels side by side. Thank you for all the hard work I'm sure went into this. It is very obvious serious and thoughtful discussions occurred to get this draft...can't wait to use them! Praying the legislators stay out of the "standards writing business" and trust our teacher professionals.   | 7/13/2015 11:55 PM |
| 17 | Thank you for reducing the types of writing to 3 so a teacher can successfully teach quality versus quantity.   | 7/13/2015 6:10 PM  |
| 18 | LOVE that the standards are streamlined from PreK-12 in the 8 overarching standards with reading and writing clearly working together in each standard rather than addressing them separately. Research (and common sense) proves that they cannot be successfully addressed in isolation, and these standards reflect that decisively. LOVE that the writing modes in Standard 1 are clearly marked for each grade level in progression - will help with state assessment later and will aid in not overwhelming the students and teachers. LOVE that grade appropriate research is incorporated each year in Standard 6 rather than waiting for the high school teachers to cram it all into one or two years of instruction. The decision to include multimodal literacies as a separate standard is smart and reflects the world we live in now and the world we're preparing our students to work in. Also love that evaluation the effectiveness of many texts is included in both reading and writing. The inclusion of Standard 8 makes it clear that we as ELA teachers are preparing our students to be life-long learners, not just preparing them to graduate from high school. It emphasizes to the public that the skills that are learned in school should extend beyond the classroom and that reading and writing have value beyond testing. At first I was concerned that the standards weren't specific enough, but after reading through them several times I realized that the writers have tried hard to make them manageable and focused in a way that the teacher retains autonomy in their own classroom. Now I embrace the fact that there's not a writing word count tied to each grade :). One suggestion I have would be to add a reflection component to Standard 4. Students need to be able to evaluate and justify their choices in their work and be able to confront their weaknesses and also understand what they do well. Having them reflect on their own work will also help the teacher manage feedback. | 7/13/2015 5:07 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                    |
|----|---|--------------------|
| 19 | For those items marked "Disagree", what is absent from these standards are expectations for developing critical thinking skills. For this age group, development of critical thinking, planning, and decision making is vital for future academic success. In a few cases of the 8th grade standards, there is an expectation that students will "determine", "analyze", and "produce" but details are lacking in prior grade standards as to HOW they will learn to do this. We find among many college students that they lack experience in HOW to think and plan critically. Research literature in cognitive and developmental psychology regarding how adolescents learn would be helpful in detailing standards and training teachers to teach the "HOW" of these processes.   | 7/13/2015 10:14 AM |
| 20 | Assuming that the educators in the lower elementary grades have the time to focus on the new writing skills after they have completely exhausted their students with the more rigorous standards of reading and math, preparing my students for the fifth grade writing test should be a breeze. It has been my experience that students are ill-prepared for any expectations of proper grammar, much less using complete and coherent sentence structure in a well-organized essay. This has been due to the fact that the lower grades generally spend most of their time focusing on reading skills since passing the third grade reading test is mandatory for every student. Writing skills have notoriously taken a back seat to the other skills in lower grades and I am not confident that with the conversion to more strenuous standards that this will change. If the writing standards for the lower elementary can be realized and mastered by the students, then the fifth grade standards will be met. It would be wonderful to jump right into writing essays with my students having full knowledge of nouns, verbs, pronouns, adjectives, and adverbs plus the concepts of punctuation. I would hope in the future that along with these new standards we will have better training and direction offered by the state. Unfortunately, all this takes money - which we have none. | 7/12/2015 6:27 PM  |
| 21 | I have been teaching 5th Grade Writing for the last 11 years with scores in the 90s until the new reading plus writing test was implemented. My 10 to 12 year old students were taught all 3 modes of writing, actually 4 types of writing: fictional narrative & non-fictional narrative, informative, and opinion. They worked diligently and performed at the best of their abilities with the amount of time allotted for each mode prior to the writing test. However, when it came to writing test time, it was apparent after reading several essays that even some of the sharpest students had difficulty sorting out the specific components of the different modes without me being able to discuss it with them. I applaud the proposed ELA Standards focusing on a particular mode in each of the grade levels. Frankly, I was actively discussing the idea of teaching a different grade because of the daunting task of teaching 5th graders to respond to 3 different modes of writing after reading 2 related pieces of literature.  | 7/12/2015 3:23 PM  |
| 22 | I really like the way the standards are set up. This will really help new teachers.   | 7/11/2015 12:29 PM |
| 23 | How long is independent reading and writing time?   | 7/10/2015 5:40 PM  |
| 24 | It is very necessary to put in specific punctuation to be taught: colon, semicolon, apostrophes   | 7/10/2015 3:41 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

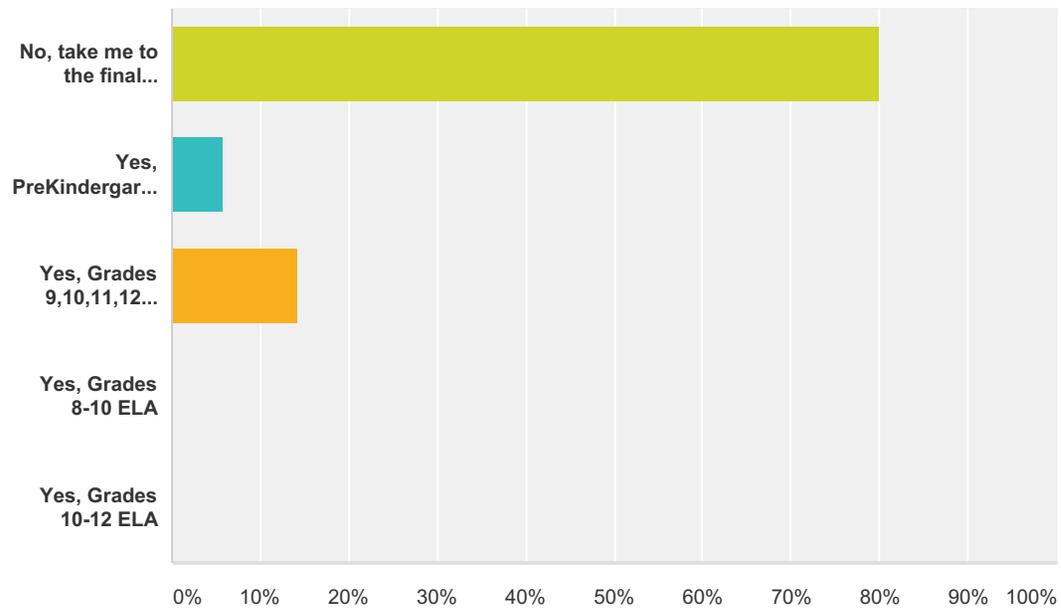
|    |   |                   |
|----|---|-------------------|
| 25 | I really like the flow of continuing to teach skills at each grade level. (Ex. figurative language) This is a difficult skill for some students to master. We have a high Native American population. Sometimes they have not heard figures of speech in their homes.   | 7/10/2015 1:13 PM |
| 26 | I think that there should be reference to using/recognizing correct sentence structure at the 5th and 6th grade level. I think that this is a nice progression of skills and practice to prepare students for high school. Will there be a correlation between the grade level focus for the Spwriting standard and the Writing test for that grade? Will there continue to be a separate writing test at the 5th and 8th grade levels?   | 7/9/2015 1:28 PM  |
| 27 | I would like to see examples in vocabulary like there are in the reading (idioms, metaphors, theme, etc.).  | 7/9/2015 11:33 AM |
| 28 | They don't seem detailed enough. They need more examples and itemized lists. For example the fig. Lang just talks about simile and metaphor the genres aren't listed, they don't list the nonfiction text structures. They seem to be an overview and will be difficult to follow to know exactly what to teach and to cover for testing on April.  | 7/9/2015 11:18 AM |
| 29 | Narrative with character development and dialogue is truly the hardest form of writing and really requires mature thinking. I do not understand why you made narrative the 5th grade focus. It is backwards. Should be informative for 5th, opinion for 6th, and Narrative for 7th.   | 7/9/2015 10:28 AM |
| 30 | They are a bit vague, especially standard 7.  | 7/9/2015 10:10 AM |
| 31 | Documentation to lesson plans on a weekly basis will be easier if you only have to use Standards 1-8 and not like we do now with 3.1.a. and etc. I think I will like this better.   | 7/9/2015 8:35 AM  |
| 32 | Standard 2: "Write in all modes" What are the modes and how are they defined? Between states, textbooks and universities, the definitions of argument and persuasive gets quite muddled. Standard 3: "Understand word origins and word parts" What does understand mean? Does the student just have to understand that word origins exist, or is there some basic list that 8th grade students should know at least these word origins? Standard 8: What are they reading; grade appropriate text or text messages? If allowed independently, some will never choose deeper than a Garfield book. Write independently: Does this mean we just let some students ramble aimlessly and write poorly without giving them proper structure and guidance? I am an 18 year veteran of teaching 8th grade in Oklahoma. I feel this is a very vague document. I am concerned about newer teachers not having a clue what is being asked of them. I appreciate the hard work and thought put into this, and I appreciate being allowed to give feedback to the draft. Thank you! | 7/9/2015 8:28 AM  |
| 33 | It is difficult to distinguish between what should be considered grammar versus reading. Though most ELA teachers combine both, the standards need to be explained in more depth. Examples given for each would be great as teachers could gain a better understanding of what is being sought as a part of the standard. The standards are very broad.   | 7/8/2015 10:08 PM |
| 34 | Standards seem very vague especially considering the lack of communication within our educational system across districts and for beginning teachers.   | 7/8/2015 9:44 PM  |
| 35 | The addition of the independent reading and writing time standards were a needed aspect!  | 7/8/2015 9:35 PM  |
| 36 | So thankful to see standard 8.  | 7/8/2015 9:32 PM  |
| 37 | I know this is a picky, but has anyone thought of changing "ELA Standards" to Literacy Standards? That may help with perception from nonELA folks. Since these are new standards, now would be a good time to stress literacy.  | 7/8/2015 3:51 PM  |
| 38 | Need to view Kipp Reach College Prep academics.   | 7/8/2015 10:03 AM |
| 39 | This is a very critical in which all students needs to work on in all grade levels.   | 7/8/2015 9:57 AM  |
| 40 | I like the detailed progression across grades.  | 7/8/2015 9:45 AM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                   |
|----|---|-------------------|
| 41 | More book reports essays and verbal essays in class, can't stress this enough how much it helps the children, spelling tests that require definition lookup for each word that needs to be done daily as homework, books that need to be read and given an oral essay report every week to two weeks to finish depending on the size of the book  | 7/7/2015 11:35 PM |
| 42 | I am an oklahoma reading specialist. I have taught reading for 20 years. These standards are absolutely the worst I have ever seen. There is absolutely no meat to them. The reading objectives should be clearly stated. There is absolutely no way these are adequate. The PASS objectives provide a clear road map of clear, concise objectives. Please, please, reconsider. Another note, many of the schools Im familiar with have reading and English as separate subjects w different teachers. Objectives should be clearly reading or English. I am soverydisappointed!! I have been on several committees to review state tests. PleAse get teacher I put for these objectives. I know new teachers will have no idea where to start with these vague guidelines,,, | 7/7/2015 5:43 PM  |
| 43 | The standards should be introduced over a period of several years. If new standards are across the board and the upper level students haven't been taught those standards, then they will have a lot of catching up to do the year the standards are rolled out across all grade levels.  | 7/7/2015 5:13 PM  |
| 44 | Std 5 - difficult to understand what you're wanting and how it would be evaluated. Std 7 -What does it mean to identify the characteristics of various media? Confusing   | 7/7/2015 2:55 PM  |
| 45 | Compared to math it seems very boiler plate - all students will be active listeners. I was hoping to see more rigor and details vs. generalities  | 7/7/2015 10:51 AM |
| 46 | Listing specific grammar and writing goals/items would ensure nothing is missed or overused.  | 7/7/2015 9:20 AM  |

**Q16 Thank you for taking the Oklahoma Academic Standards for English language arts Grades 5-8 Draft Feedback Survey July 2015. Would you like to provide feedback for other grades?**

Answered: 85 Skipped: 275



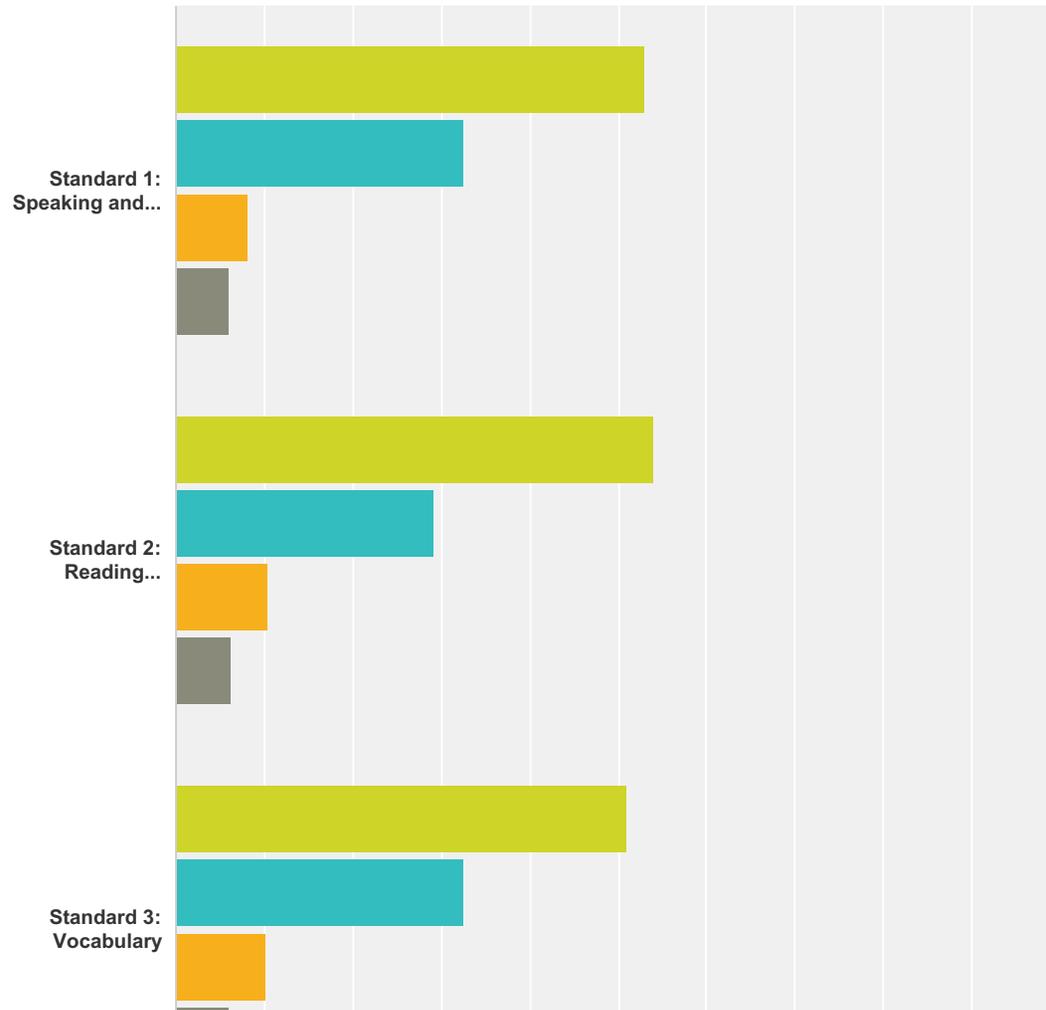
| Answer Choices  | Responses |
|---|-----------|
| No, take me to the final questions.   | 80.00% 68 |
| Yes, PreKindergarten, K,1,2,3,4 Oklahoma Academic Standards for English language arts - July 2015 Draft | 5.88% 5   |
| Yes, Grades 9,10,11,12 Oklahoma Academic Standards for English language arts - July 2015 Draft          | 14.12% 12 |
| Yes, Grades 8-10 ELA  | 0.00% 0   |
| Yes, Grades 10-12 ELA   | 0.00% 0   |

Total

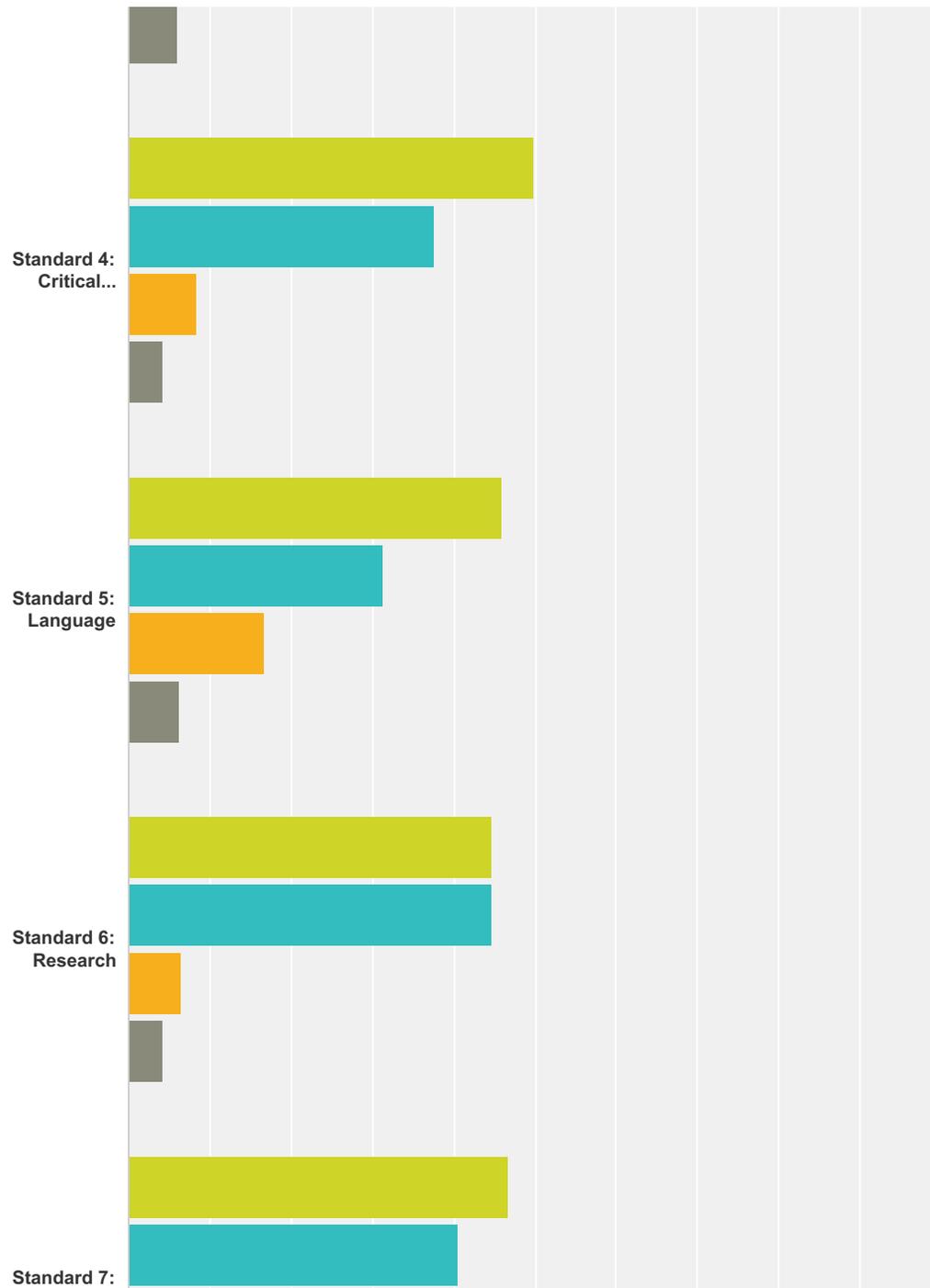
85

**Q17 For each standard, decide your level of agreement with the following statement: This standard is appropriate for the grade and, when met, students are adequately prepared for each following grade.**

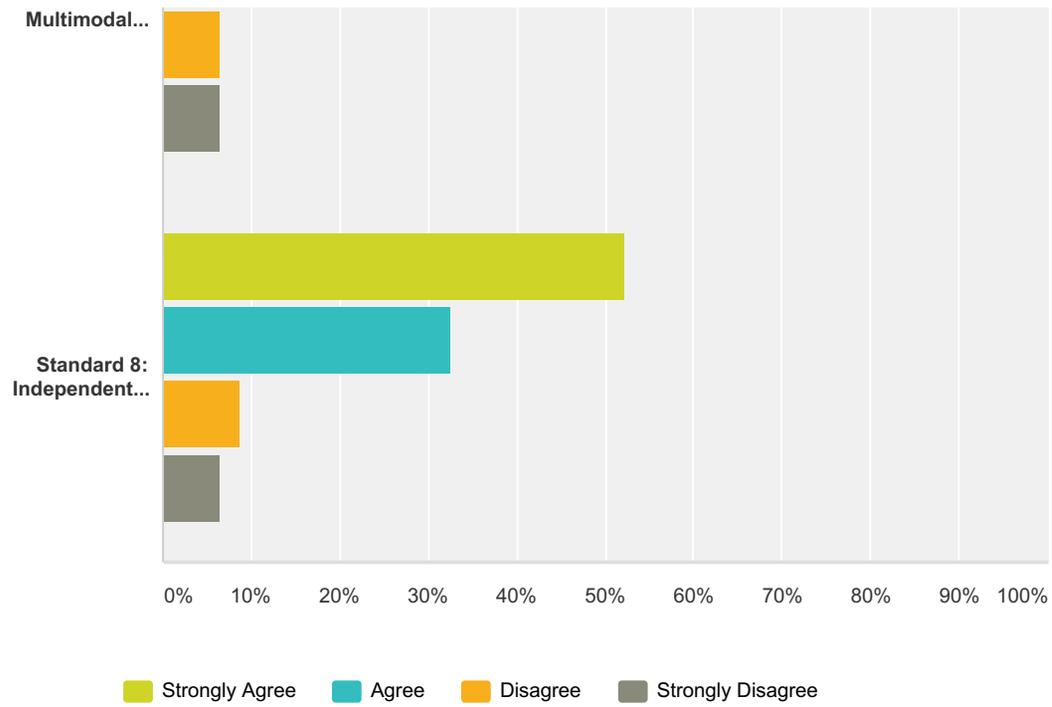
Answered: 49 Skipped: 311



Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



|   | Strongly Agree | Agree        | Disagree    | Strongly Disagree | Total |
|---|----------------|--------------|-------------|-------------------|-------|
| Standard 1: Speaking and Listening            | 53.06%<br>26   | 32.65%<br>16 | 8.16%<br>4  | 6.12%<br>3        | 49    |
| Standard 2: Reading Process/Writing Process   | 54.17%<br>26   | 29.17%<br>14 | 10.42%<br>5 | 6.25%<br>3        | 48    |
| Standard 3: Vocabulary                        | 51.02%<br>25   | 32.65%<br>16 | 10.20%<br>5 | 6.12%<br>3        | 49    |
| Standard 4: Critical Reading/Critical Writing | 50.00%<br>24   | 37.50%<br>18 | 8.33%<br>4  | 4.17%<br>2        | 48    |
| Standard 5: Language                          | 45.83%<br>22   | 31.25%<br>15 | 16.67%<br>8 | 6.25%<br>3        | 48    |
| Standard 6: Research                          | 44.68%<br>21   | 44.68%<br>21 | 6.38%<br>3  | 4.26%<br>2        | 47    |
| Standard 7: Multimodal Literacies             | 46.81%<br>22   | 40.43%<br>19 | 6.38%<br>3  | 6.38%<br>3        | 47    |

Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|   |                     |                     |                   |                   |    |
|---|---------------------|---------------------|-------------------|-------------------|----|
| Standard 8: Independent Reading and Writing | <b>52.17%</b><br>24 | <b>32.61%</b><br>15 | <b>8.70%</b><br>4 | <b>6.52%</b><br>3 | 46 |
|---|---------------------|---------------------|-------------------|-------------------|----|

**Q18 Comments or Recommendations  
for Grades 9, 10, 11, 12 Oklahoma Academic  
Standards for English language arts - July  
2015 Draft**

Answered: 29 Skipped: 331

| #  | Responses   | Date               |
|----|---|--------------------|
| 1  | After many as a Reading Specialist, I have noted that the standards should include, not just "origins" of words, but make connections to the history of English language and what key events shaped and continues to shape the vocabulary we use. This is not strongly taught by most teachers and is key to unlocking meaning for new words that are encountered, both in speech and print. It explains irregular spellings, aids in learning new languages, and helps students learn the nuances of language that make them better readers and writers. | 7/22/2015 11:21 AM |
| 2  | There is a lack of focus on building grammatical skills in the standards. Additionally, there is no focus on using or analyzing rhetorical devices, particularly in media as a means of persuasion.   | 7/17/2015 10:46 AM |
| 3  | Great content and progression of more difficult skills compared to what we have with PASS. It aligns well with 5-8.   | 7/17/2015 9:36 AM  |
| 4  | I like the format of the standards, very easy to read. I am questioning the standards being called 9th grade, 10th grade, etc instead of Eng I, II . . . Will the names of the courses we teach in high school change?  | 7/16/2015 8:25 PM  |
| 5  | As they stand now, the standards do not stipulate the rigor expected even when depth of knowledge is mentioned in the standard's wording. Attaching exemplar texts and lessons/exercises/teaching strategies would greatly reduce the possibility that there could be a disparity in what individual teachers are doing in their classrooms.  | 7/15/2015 3:04 PM  |
| 6  | These standards are rigorous, yet clearly understood. Each standard aligns in a common sense way to the standards for lower grades. Utilizing the same 8 categories for standards for all students was brilliant so that teachers in every grade can see the alignment logic. Additionally, these high school standards can be understood by all as exit goals and the teachers who serve younger students can see the value of their role in preparing the students.   | 7/15/2015 12:23 PM |
| 7  | Our citizens are extremely lacking in the ability think for themselves based on research. We have a third generation of those who want to be "spoon fed". Great standards, now to make it mandatory that only English Majors be allowed to teach English. As a former teacher, I found that some of my associates didn't have a love of the subject and didn't see the need of Literature or having correct grammar emphasized.   | 7/15/2015 11:59 AM |
| 8  | This is common core all over again. How are you going to measure students progress? I will answer that for you, Test and more test. I am disappointed that we are repeating the same mistakes we made with the previous administration.   | 7/13/2015 9:43 PM  |
| 9  | Make the internet . com off limits as a reference.  | 7/11/2015 8:11 AM  |
| 10 | I am pleased with the standards. I appreciate the hard work that went into creating them and the chance to have a say not only in their creation, but in the rating of them. I think these standards will set Oklahoma kids on a higher level than other kids.  | 7/10/2015 11:03 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

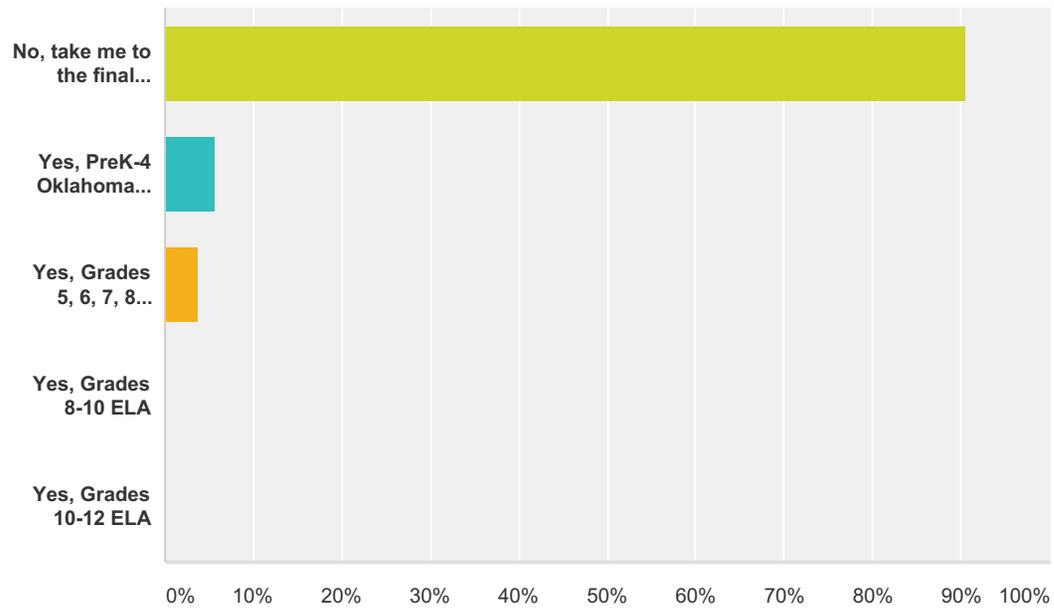
|    |   |                    |
|----|---|--------------------|
| 11 | There is a glaring omission throughout the standards, from elementary through high school. It should be stated very specifically that students will learn to correctly use specific punctuation: apostrophes, colon, semicolon, hyphen, dash. If you do not put that in, it will not be taught, especially not by many elementary teachers. They will cite the standards as proof that they are not to teach that. I can not imagine getting them as seniors and that not taught.   | 7/10/2015 3:40 PM  |
| 12 | Love the simplicity and ease of use along with progression  | 7/10/2015 3:28 PM  |
| 13 | Vocabulary should have a bit more detail. In Language, the ability to recognize and correct errors in sentence structure such as fragments and run-ons become increasingly important. This should be added. Additionally, the recognition of irony is an important reading skill that is applicable in real-world situations.   | 7/10/2015 10:41 AM |
| 14 | Grammar standards are too broad and vague.  | 7/9/2015 2:55 PM   |
| 15 | These standards are specific enough to clarify for all the course content but remain wide enough to allow teachers to effectively choose specific works and assignments so as to address the actual needs of students. The number of standards does not overwhelm but does incorporate the scope of the discipline.   | 7/9/2015 8:58 AM   |
| 16 | The standards as written here are too vague for a teacher like me to feel I am adequately preparing my students for the end of the year tests.  | 7/8/2015 8:47 PM   |
| 17 | Standards are arranged in a confusing and redundant fashion. Limited focus on language requirements. Odd selection of focus phrases, especially absolute phrase, which is not even discussed in most standardly adopted grammar books. Much seems to be taken directly from common core standards, which was what we were supposedly unhappy with and leaving behind. Strange suggestion to include narrative with information and argument modes which focus on evidence and fact not experience.  | 7/8/2015 7:38 PM   |
| 18 | 11th and 12th grade standards should align with AP test/curriculum, so that teachers are not overloaded with standards to teach. Std 2: Focus should be on argumentative writing as a foundation to academic writing. HS is when they should learn to write argumentatively, since that is the main type of writing in college. It is a difficult skill and should be the focus in 9th grade in order to provide the foundation for upper grades to build on. Std 4: 9th & 10th grades should include analyzing how historical, cultural, and global perspectives influence the writing/text. Std 4/5: 9th grade looks at media and ads to introduce the idea of rhetoric and that everyone has an agenda. 10th grade identifies rhetoric and analyzes effectiveness. Std 6: 9th grade has a discussion on bias and source material. 10th grade and up should focus on argumentative research paper. Std 7: what is meant by visual texts? Movies? Plays? Std 8: this is the least well defined. It feels vague and ambiguous. What is the goal or objective of 8? What is the purpose and structure?   | 7/8/2015 2:28 PM   |
| 19 | Conversational English should be a tested item.   | 7/8/2015 12:45 PM  |
| 20 | I think all these standards should be implemented for the each grade levels.  | 7/8/2015 10:04 AM  |
| 21 | Standard 4 Reading: Figurative Language analysis doesn't begin until the 11th grade, but in the Vocab strand students are expected to write using figurative language beginning the 9th grade. Why not just include analysis of fig. language earlier? Some may argue that analyzing sound devices are just as complex, if not more so, than analyzing fig. language. Also in Standard 4: "Students will interpret how themes are connected across texts." I have a couple questions to be considered on this. 1. Since this is repeated for each grade level is the level of proficiency to be achieved the same across grade levels - or should the criteria for success be more rigorous with each grade level? If so, maybe the language of the standard should change accordingly. 2. When it says "across texts" does this mean students will interpret how a theme is develops within a text, or does i ask students to connect thematic ideas from one text to another? Or both? The 12th grade strand mentions that students should compare/contrast/interpret/evaluate text. Shouldn't all grade levels be doing this? Why is this specific to senior english? Other Comments: I love that there is only eight standards! I also like the simplicity of attaching a reading/writing strand to each standard. Thank you for adding an emphasis on independent reading component in standard 8. | 7/7/2015 8:05 PM   |
| 22 | Looks good  | 7/7/2015 6:10 PM   |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                   |
|----|---|-------------------|
| 23 | They are a good start but weak. They have too many specifics in some places which do not actually help students learn and integrate (ie explaining functions of nouns or identifying parts of speech). I am a college professor, and I could care less how well they identify. All my students come to know identifying it all very well, but they cannot take that and incorporate it into writing and thinking. While the standards do generally address this with recursive writing and modes, ethical uses of sources, etc, there really needs to be a heavy emphasis on this. I'm disappointed in these standards. They are not horrible, but they are weak. They need meat. | 7/7/2015 12:55 PM |
| 24 | Clear and concise. Perhaps list specific vocabulary associated with each standard.  | 7/7/2015 11:06 AM |
| 25 | I like that the standards are slightly vague. It will give classroom teachers flexibility. I do, however, think that there should be more direct language in order to differentiate the levels and complexity between the grades.   | 7/7/2015 10:28 AM |
| 26 | These standards, while adequate, seem very generic in comparison to PASS. In the independent review of Oklahoma's Standard, done by Carmichael in Sept. 2014, it was noted that a strength in our state's standards is the specificity (note bullets 2 and 4, on page 4-5). I hope that specificity will not be left behind in our hurry to get through this process quickly.   | 7/7/2015 10:15 AM |
| 27 | Delineation of world literature (Latin America, Asia, and Africa) focus in 10th grade, American literature in 11th grade, and British and European literature in 12th grade   | 7/7/2015 8:45 AM  |
| 28 | Good job.   | 7/6/2015 10:47 PM |
| 29 | You should have asked real teachers to help your team with these. Did you even change anything?   | 7/6/2015 10:39 PM |

**Q19 Thank you for taking the Oklahoma Academic Standards for English language arts Grades 9-12 Draft Feedback Survey July 2015. Would you like to provide feedback for other grades? you like to provide feedback for other grades?**

Answered: 53 Skipped: 307



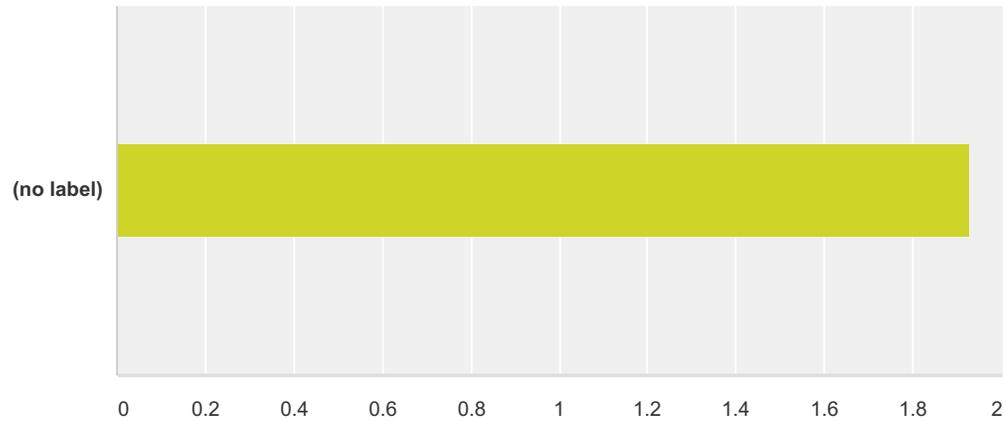
| Answer Choices   | Responses |
|--|-----------|
| No, take me to the final questions.  | 90.57% 48 |
| Yes, PreK-4 Oklahoma Academic Standards for English language arts - July 2015 Draft            | 5.66% 3   |
| Yes, Grades 5, 6, 7, 8 Oklahoma Academic Standards for English language arts - July 2015 Draft | 3.77% 2   |
| Yes, Grades 8-10 ELA   | 0.00% 0   |

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|                       |       |           |
|-----------------------|-------|-----------|
| Yes, Grades 10-12 ELA | 0.00% | 0         |
| <b>Total</b>          |       | <b>53</b> |

**Q20 Rigor is often used to describe classroom and learning environments that are stimulating, engaging, and encourage students to think critically, creatively, and more flexibly. For the following statement, please decide and mark your level of agreement. Overall, the July 2015 Oklahoma English language arts standards draft adequately supports rigor.**

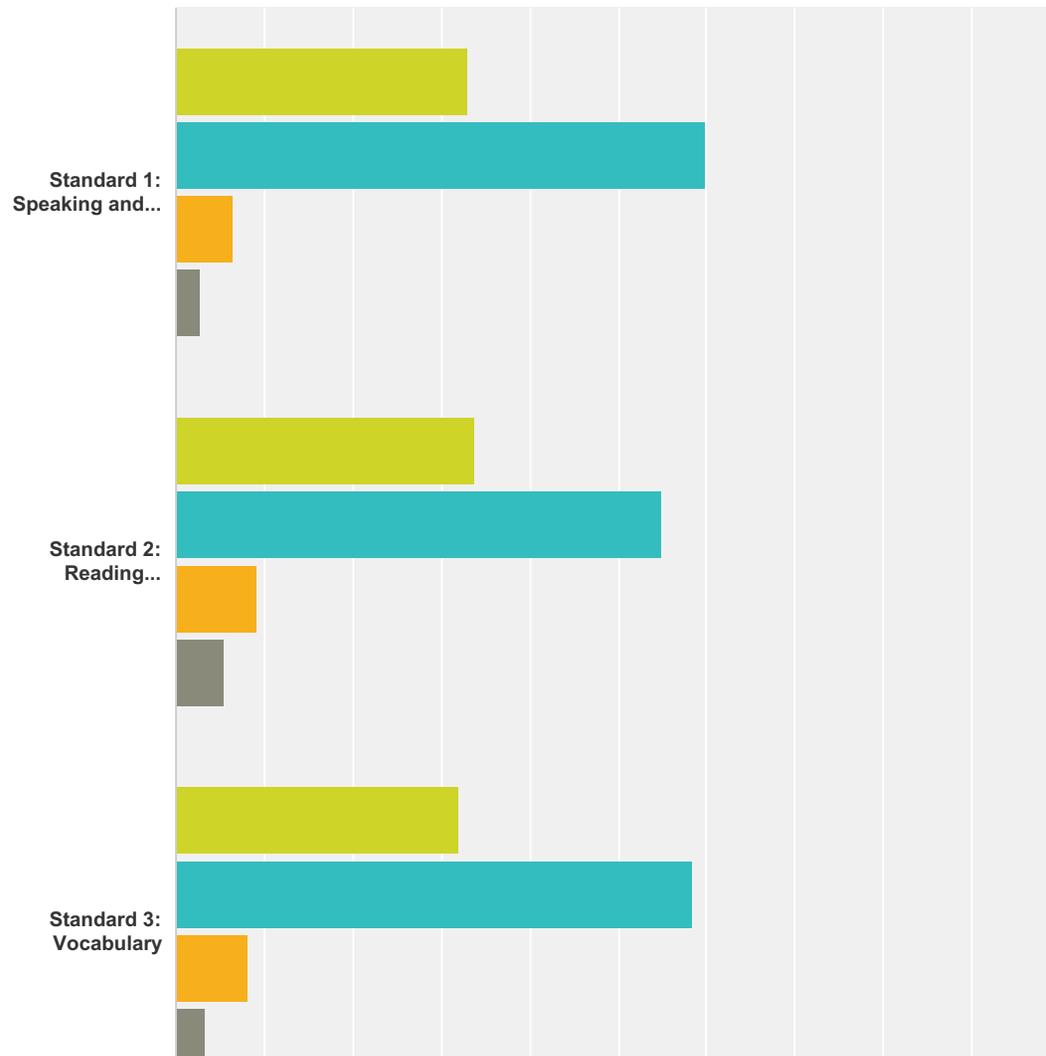
Answered: 165 Skipped: 195



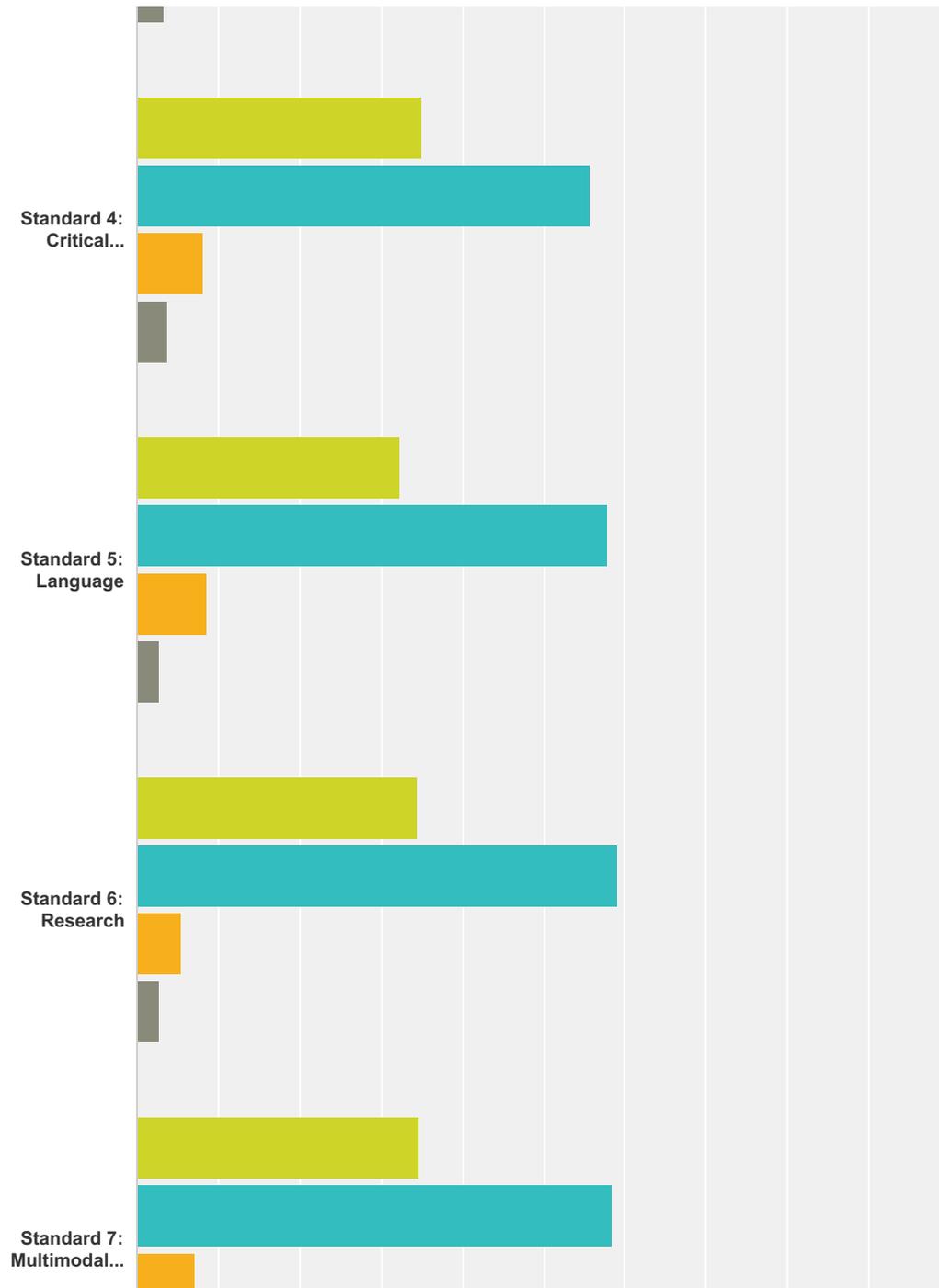
|            | Strongly Agree | Agree         | Disagree    | Strongly Disagree | Total | Weighted Average |
|------------|----------------|---------------|-------------|-------------------|-------|------------------|
| (no label) | 28.48%<br>47   | 60.61%<br>100 | 9.70%<br>16 | 3.64%<br>6        | 165   | 1.93             |

**Q21 For each standard, decide your level of agreement with the following statement: The July 2015 Oklahoma English language arts standards draft adequately supports rigor.**

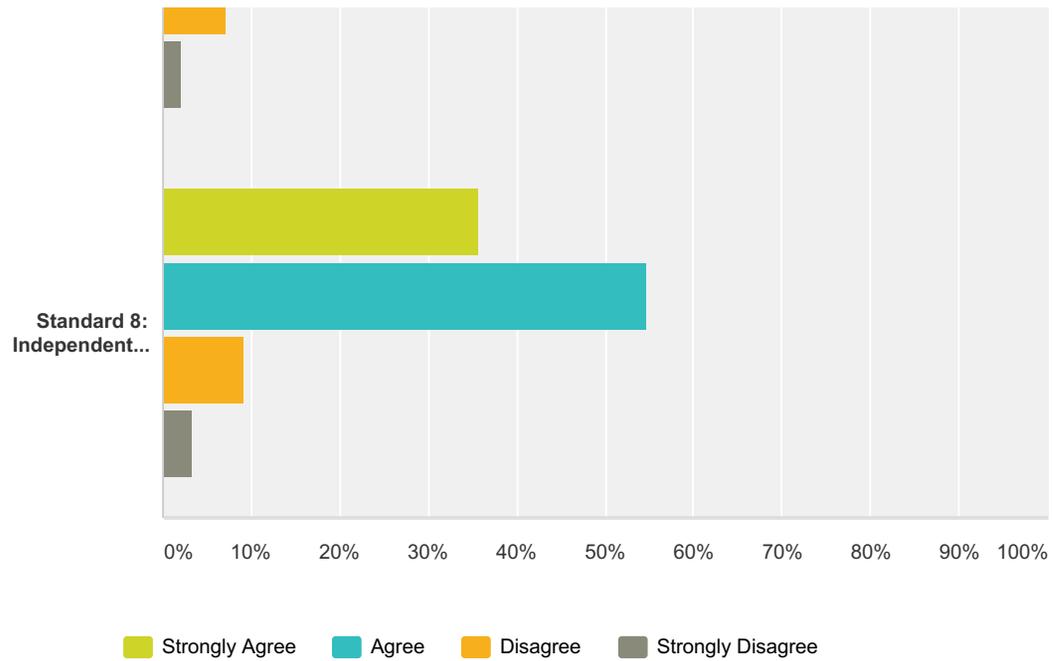
Answered: 186 Skipped: 174



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## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



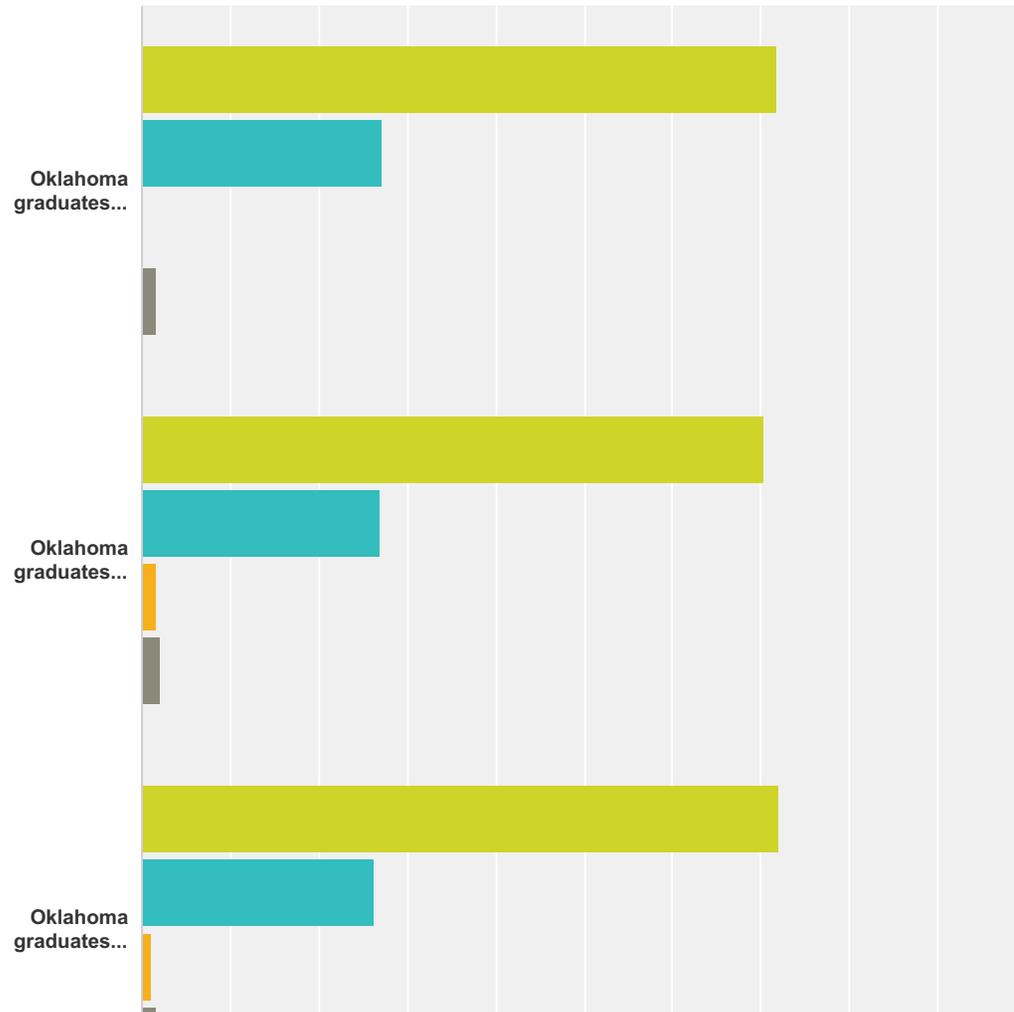
|   | Strongly Agree | Agree         | Disagree    | Strongly Disagree | Total |
|---|----------------|---------------|-------------|-------------------|-------|
| Standard 1: Speaking and Listening            | 32.97%<br>61   | 60.00%<br>111 | 6.49%<br>12 | 2.70%<br>5        | 185   |
| Standard 2: Reading Process/Writing Process   | 33.87%<br>63   | 54.84%<br>102 | 9.14%<br>17 | 5.38%<br>10       | 186   |
| Standard 3: Vocabulary                        | 31.89%<br>59   | 58.38%<br>108 | 8.11%<br>15 | 3.24%<br>6        | 185   |
| Standard 4: Critical Reading/Critical Writing | 35.14%<br>65   | 55.68%<br>103 | 8.11%<br>15 | 3.78%<br>7        | 185   |
| Standard 5: Language                          | 32.43%<br>60   | 57.84%<br>107 | 8.65%<br>16 | 2.70%<br>5        | 185   |
| Standard 6: Research                          | 34.41%<br>64   | 59.14%<br>110 | 5.38%<br>10 | 2.69%<br>5        | 186   |
| Standard 7: Multimodal Literacies             | 34.59%<br>64   | 58.38%<br>108 | 7.03%<br>13 | 2.16%<br>4        | 185   |

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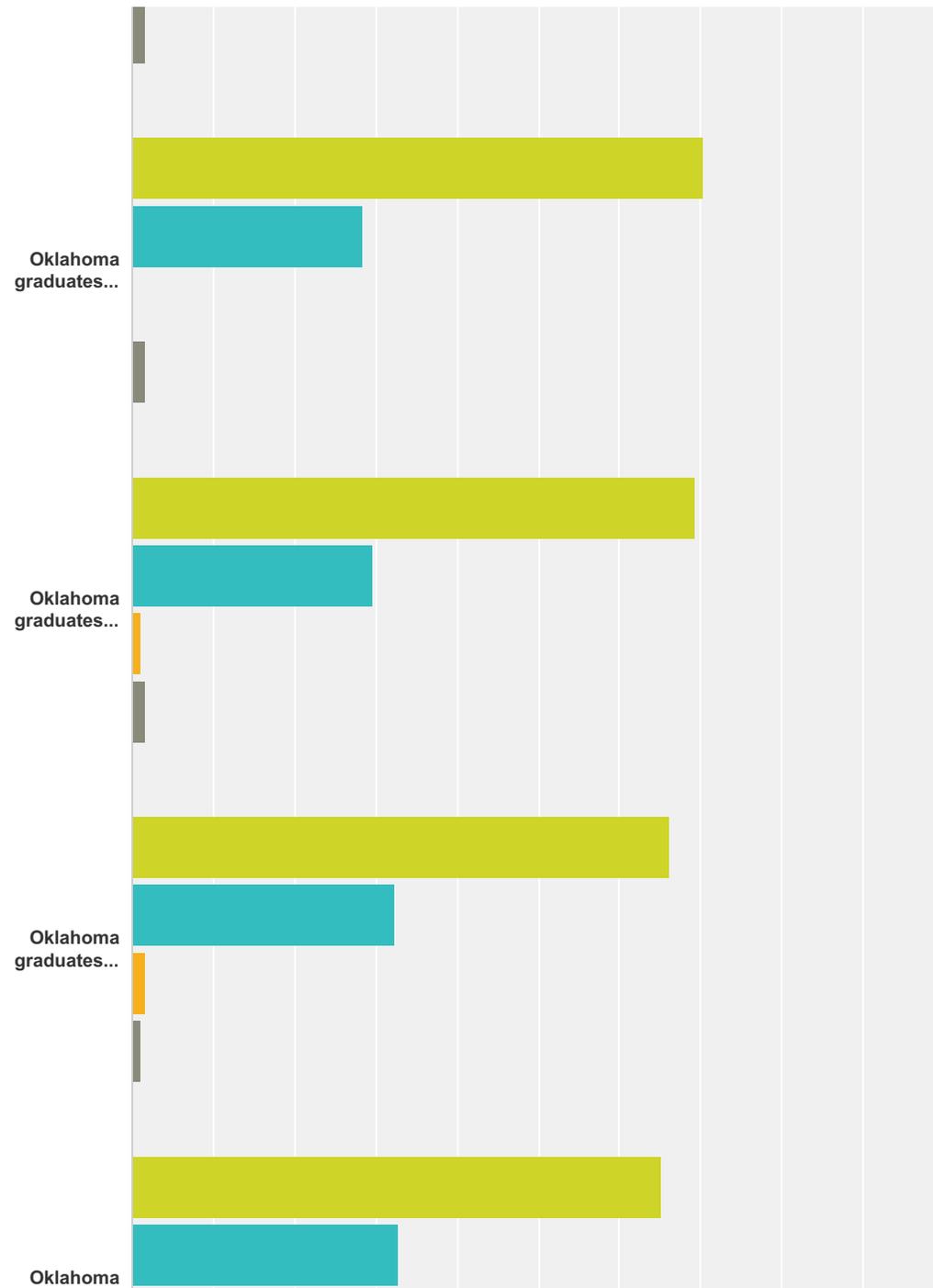
|   |                     |                      |                    |                   |     |
|---|---------------------|----------------------|--------------------|-------------------|-----|
| Standard 8: Independent Reading and Writing | <b>35.68%</b><br>66 | <b>54.59%</b><br>101 | <b>9.19%</b><br>17 | <b>3.24%</b><br>6 | 185 |
|---|---------------------|----------------------|--------------------|-------------------|-----|

**Q22 Oklahoma's Academic Standards for English language arts should reflect the expectations for students after graduation from high school. For the following statement, please decide and mark your level of agreement.**

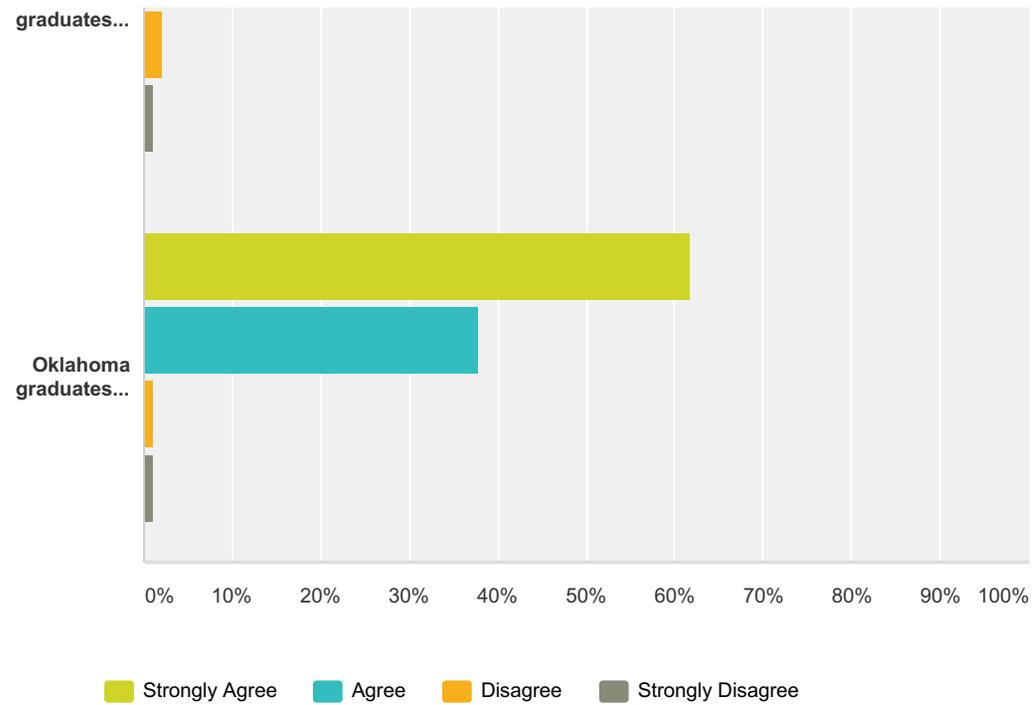
Answered: 189 Skipped: 171



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## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey



|  | Strongly Agree | Agree        | Disagree   | Strongly Disagree | Total |
|--|----------------|--------------|------------|-------------------|-------|
| Oklahoma graduates should be able to comprehend, analyze and evaluate a wide range of texts.   | 71.81%<br>135  | 27.13%<br>51 | 0.00%<br>0 | 1.60%<br>3        | 188   |
| Oklahoma graduates should be able to analyze and evaluate a wide range of texts they will encounter in the work place.                         | 70.37%<br>133  | 26.98%<br>51 | 1.59%<br>3 | 2.12%<br>4        | 189   |
| Oklahoma graduates should be able to analyze and evaluate a wide range of texts they will encounter in future academic pursuits.               | 72.04%<br>134  | 26.34%<br>49 | 1.08%<br>2 | 1.61%<br>3        | 186   |
| Oklahoma graduates should be able to analyze and evaluate a wide range of texts they will encounter in their roles as citizens of a democracy. | 70.43%<br>131  | 28.49%<br>53 | 0.00%<br>0 | 1.61%<br>3        | 186   |
| Oklahoma graduates should be able to write or create a wide range of products or other methods of communication.                               | 69.35%<br>129  | 29.57%<br>55 | 1.08%<br>2 | 1.61%<br>3        | 186   |
| Oklahoma graduates should have experience producing texts, including multimodal texts, that will prepare them to write in the workplace.       | 66.13%<br>123  | 32.26%<br>60 | 1.61%<br>3 | 1.08%<br>2        | 186   |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|  |                      |                     |                   |                   |     |
|--|----------------------|---------------------|-------------------|-------------------|-----|
| Oklahoma graduates should have experience producing texts, including multimodal texts, that will prepare them to write in college courses. | <b>65.05%</b><br>121 | <b>32.80%</b><br>61 | <b>2.15%</b><br>4 | <b>1.08%</b><br>2 | 186 |
| Oklahoma graduates should have experience producing texts, including multimodal texts, that prepare them to participate in a democracy.    | <b>61.75%</b><br>113 | <b>37.70%</b><br>69 | <b>1.09%</b><br>2 | <b>1.09%</b><br>2 | 183 |

**Q23 What additional expectations, if any, should the Oklahoma Academic Standards for English language arts support?**

Answered: 47 Skipped: 313

| #  | Responses   | Date               |
|----|---|--------------------|
| 1  | The standards, when completed, may need a glossary to clarify the meanings of various words and terms that may be familiar to academics and researchers but not necessarily to the average teacher. In addition, there should be an effort to clarify ambiguous terms such as grade-specific and grade-appropriate.   | 7/17/2015 8:28 PM  |
| 2  | OK graduates should be able to analyze documents that are relevant to their day to day living (contracts, court documents, insurance literature, etc.)<br>OK graduates should be able to understand and follow the rules of debate.   | 7/16/2015 9:19 PM  |
| 3  | Second graders should be identifying and working with nouns and verbs...they could easily work with adjectives within texts as well. The more they are exposed to the idea of these things the more they will use them in their writing.  | 7/16/2015 3:35 PM  |
| 4  | I agree with the intended rigor of the standards, however, I think that the standards are too vague.  | 7/16/2015 12:26 PM |
| 5  | Support an understanding of classical AND contemporary literature along with informative texts.   | 7/16/2015 11:48 AM |
| 6  | I can't think of any at this time.  | 7/16/2015 8:36 AM  |
| 7  | Strong emphasis on grammar. For many, it won't come through lots of reading and writing as was a theory I heard too many times expressed.   | 7/15/2015 12:07 PM |
| 8  | Although I agree that the expectations should be rigorous and vertically aligned, I feel that the elementary standards (through 4th or 5th grade) should continue to build base of knowledge and foundations saving the more difficult writing and research (example: from multiple sources and also writing multiple paragraphs) for middle school years when students to have that base firmly established. I feel that up through 4th-5th students should concentrate on expressing themselves by writing and speaking really good sentences and paragraph responses saving longer response for older grades. Based on my experience I feel the developmental level and maturity level of the students plays a big part in their success with extended writing.  | 7/14/2015 11:27 AM |
| 9  | All areas are covered   | 7/13/2015 2:22 PM  |
| 10 | One item that may be assumed within the "multimodal text" but is not explicitly called out in the questions above and very little within the standards is adapting communication to various audiences. So few students know how to write contextual statements that adapt to their knowledge of the audience receiving the information. Very few know how to write a cover letter (essential for quality employment), a letter to offer a well supported opinion (e.g., to a member of congress to participate in our democracy), or other appropriate correspondence through our changing forms of communication (social media, blogs, etc.). The standards did not capture adapting to new forms of communication but that skill set has a great tremendous influence on the success of the expectations given above. | 7/13/2015 10:24 AM |
| 11 | NA  | 7/11/2015 4:55 PM  |
| 12 | None.   | 7/11/2015 1:50 PM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |   |                    |
|----|---|--------------------|
| 13 | I think all of the expectations have been addressed. I really like how students not only need to be able to read and write independently, but also work together on projects. This will be beneficial in higher education and in the workplace.   | 7/11/2015 12:33 PM |
| 14 | Oklahoma graduates should be able to analyze and evaluate a wide range of texts they will encounter in their roles as media and technology consumers.   | 7/10/2015 11:05 PM |
| 15 | More Phonological Awareness early   | 7/10/2015 1:25 PM  |
| 16 | An appreciation of the various types of literature should be developed.   | 7/10/2015 10:45 AM |
| 17 | Cultural literacy: familiarity with literary classics of English and American culture   | 7/10/2015 8:56 AM  |
| 18 | As far as rigor, I would like to see suggested reading materials/novels that educators would consider to be at levels. Also would like to see suggestions in vocabulary for affixes, prefixes, and suffixes. Not limited to buy standards suggestions.  | 7/9/2015 11:41 AM  |
| 19 | Adding example tasks for the standards  | 7/9/2015 10:26 AM  |
| 20 | These are loaded questions and a play on semantics, politically worded to make them unanswerable just like the test questions our students are expected to answer. Trick questions, and yes a student can and should be able to do all these items listed above if we give them a solid fundamental education with building blocks. There are no building blocks and children are being left behind with MAJOR gaps throughout their entire educational career. I see 18 year olds with zero moral, zero confidence, suicidal, feeling like failures because our system has failed them to love learning. | 7/9/2015 9:50 AM   |
| 21 | None. These are inclusive enough.   | 7/9/2015 8:59 AM   |
| 22 | This sounds great.  | 7/9/2015 8:38 AM   |
| 23 | Support for ELL and Special Ed students. Perhaps examples of lessons/activities for some of the standards for those that are new to teaching or new to that grade level.  | 7/9/2015 6:57 AM   |
| 24 | Support for ELL and Special Ed students. Perhaps examples of what types of lessons/activities can be taught for these standards for those that are new to teaching or new to that grade level.  | 7/9/2015 6:54 AM   |
| 25 | Before getting into the middle school setting, students need to learn to spell correctly. From year to year, spelling has decreased. Students do not understand minor vocabulary words and the needs to learn basic words before middle school is crucial.  | 7/8/2015 10:14 PM  |
| 26 | They should support the ability of Oklahoma students to become independent thinkers.  | 7/8/2015 8:49 PM   |
| 27 | OAS Standards for ELA should leave room for enjoyment. All of the statements above focused on preparing students for the workplace and further academic life. The piece that is left out is their personal life. While it is crucial for us to prepare students for this, it is also crucial that we teach them to be critical thinkers and enjoy learning and reading. Without this enjoyment, they will not be as successful as they could be in work or further academic development.  | 7/8/2015 6:13 PM   |
| 28 | Critical Literacy should include components of its true definition such as using reflection to determine inequalities, the struggle with/for power, and social injustices. It is crucial for students to think critically from an opposing or different point of view other than their own. It is also imperative for students to make decision and take action once reflecting from a "critical" stand point.  | 7/8/2015 3:33 PM   |
| 29 | The proposed standards state that 3rd graders should print upper and lower case letters. I feel that introducing cursive in 3rd grade is still appropriate. Especially if by 4th you are having them write legibly in print or cursive. Students may not choose to write in cursive; however, they need to know how to read it. Future careers may require them to have a strong foundation in reading cursive. Students who have never been introduced to cursive will struggle greatly to read it.  | 7/8/2015 3:09 PM   |

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|    |  |                   |
|----|--|-------------------|
| 30 | Technical writing (12th grade) and argumentative writing. Being able to read a technical document (or any document that students lacks interest), take notes/annotate, and comprehend /be able to write a report   | 7/8/2015 3:00 PM  |
| 31 | These standards are well versed and include an appropriate range of objectives.  | 7/8/2015 1:12 PM  |
| 32 | Grammar and Usage.   | 7/8/2015 12:48 PM |
| 33 | It's reasonable to believe these standards will prepare students; however, I didn't evaluate the standards all the way through high school. I focused on 4-6 grade.  | 7/8/2015 11:08 AM |
| 34 | Standard forms of research mla and apa should both be enforced in all Writing  | 7/8/2015 10:24 AM |
| 35 | promoting a love of independent reading  | 7/8/2015 9:05 AM  |
| 36 | More verbal in class reading and essays!   | 7/7/2015 11:38 PM |
| 37 | I noticed that the vocabulary standard is very general - "Apply knowledge of Vocab to Deepen Understanding." Is it worth mentioning Latin/Greek roots, or the use of context clues? Several other standards are similiarly general-Maybe including an appendix for each standard that address the more specific skills needed to be proficient.  | 7/7/2015 8:18 PM  |
| 38 | Rigor is not what our students need...have you looked up the definition of rigor? Definition of RIGOR 1 a (1) : harsh inflexibility in opinion, temper, or judgment : severity (2) : the quality of being unyielding or inflexible : strictness (3) : severity of life : austerity b : an act or instance of strictness, severity, or cruelty 2 : a tremor caused by a chill 3 : a condition that makes life difficult, challenging, or uncomfortable; especially : extremity of cold 4 : strict precision : exactness | 7/7/2015 8:12 PM  |
| 39 | Possibly providing a list of the different technology expected to be used, Google slides-6th grade, email-7th grade, etc.....  | 7/7/2015 7:33 PM  |
| 40 | Should be held accountable for their own progress  | 7/7/2015 6:17 PM  |
| 41 | We need to keep the basic objectives and add the "rigor" to PASS   | 7/7/2015 5:46 PM  |
| 42 | Stronger emphasis on suggessted classics, texts and essays and how they apply today. Too generic.  | 7/7/2015 10:53 AM |
| 43 | Creativity and the arts  | 7/7/2015 10:32 AM |
| 44 | Supporting their thought processes and giving specific evidence for their reasoning.   | 7/7/2015 9:28 AM  |
| 45 | College entrance essays for college bound students. Formal letters to real companies for all students. Real world projects that connect to communities including proposals for such project by the 12th grade.   | 7/7/2015 8:48 AM  |
| 46 | No list of reading options. Better ideas to accompany these. No EO!  | 7/6/2015 10:43 PM |
| 47 | They need to be able to fill out workplace forms, prepare resumes, ect.  | 7/6/2015 10:11 PM |
| 48 | grammar should be more specific  | 7/6/2015 9:09 PM  |

**Q24 If you have any additional comments or recommendations, please type them in the box below.**

Answered: 62 Skipped: 298

| #  | Responses   | Date               |
|----|---|--------------------|
| 1  | I worry that if specific genres are not named and required, educators who are less familiar or less comfortable with them, will leave them out of their class studies to students' detriment. (For example, poetry, folk tales, multicultural stories, etc.)  | 7/21/2015 10:35 PM |
| 2  | PLEASE PLEASE keep in mind when the standards are being finalized--that early childhood mainly pre k thru grade 1 is becoming increasingly more academic. These early years need more time for socialization -- the standards in this draft appear to be on track and appropriate. Please do not add more standards or skills!!! AND --- please consider the amount of testing the children already go through--I am curious as to the assessment portion of these "new" standards. It should NOT be a computerized assessment.   | 7/21/2015 9:19 AM  |
| 3  | I prefer standards that are very specific and less likely to be interpreted in multiple ways among teachers, classrooms, and schools throughout the state. I believe if more examples are included, it will greatly increase the usefulness of these standards. My interpretation of standards is the skills each individual student is expected to master that year, not what the teacher will "cover" using his or her preferences. Each standard is equally important. And the truth is that we have to teach to the test (not to say that we can't teach other things or use our own style) so we have to know from the get-go what is going to be expected on the test. I understand that the blueprints will be specific on that, but I am fearful of the standards and blueprints (and therefore the assessments) going in different directions. Thank you for all the work you have done! | 7/20/2015 4:28 PM  |
| 4  | Thank you to the committee for the work on this task.   | 7/18/2015 11:05 AM |
| 5  | I want to re-emphasize my point that, based on the most recent research, PK and K standards should de-emphasize cognitive demands and increase physically active play. Although I hate the word rigor as applied to education, the best "rigor" for younger students is to let them explore their environments at their own pace through invitations to play, alone and in small groups, with and without adult direction.  | 7/17/2015 8:28 PM  |
| 6  | We need to ensure that K-4 is aligned to 5-8 and there is a smooth transition between the standards.  | 7/17/2015 9:38 AM  |
| 7  | I have been teaching since 2007. I was educated in college using PASS and most of my career has been preparing for "Common Core". I feel as though these standards are aligned closer to PASS. They don't seem as rigorous as CCSS, however, I feel as though these standards are more developmentally appropriate for PK-4 than the CCSS.  | 7/16/2015 9:19 PM  |
| 8  | specific lists of items such as literary terms student should master at that grade level, for example, are not specified.   | 7/16/2015 12:26 PM |
| 9  | Thank you for allowing teachers to review these standards and give feedback. Thank you for creating phonemic awareness and phonics standards that are specific!   | 7/16/2015 9:43 AM  |
| 10 | Thank you for taking the time to create standards that fit the needs of our students.   | 7/16/2015 8:36 AM  |
| 11 | The committee should be commended for their stellar work. This is an exceptional document that serves our students well.  | 7/15/2015 12:25 PM |
| 12 | It is critical that we start producing thinkers in today's society who can meet the challenges in today's world. Some parents who expect A on the report cards will be a big challenge to overcome. Best Wishes from a retired English teacher.   | 7/15/2015 12:07 PM |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

|    |  |                    |
|----|--|--------------------|
| 13 | Thank you for ask our opinions   | 7/14/2015 11:06 PM |
| 14 | The standards provide opportunities for classrooms to be stimulating, engaging, and provide encouragement for students to think critically, creatively, and more flexibly - BUT it still boils down to the teacher's presentation.   | 7/14/2015 6:34 PM  |
| 15 | It is my sincere hope that the assessment that is developed will adequately assess these standards in their final form.  | 7/14/2015 6:25 PM  |
| 16 | Please be sure to keep the pre-k standards developmentally appropriate and allow them time to learn through play instead of just paper and pencil.   | 7/14/2015 5:18 PM  |
| 17 | I do feel this draft if a step in the right direction. It is written more simply and logically than the common core standards were written.  | 7/14/2015 11:27 AM |
| 18 | Think of how this will be implemented into the school system. This can not be thrown in with the attitude "there it is go get it", Make sure this can be funded, and will this lead to more instruction time or more testing. It is my believe that these standards will leave our most vulnerable students behind. Again think of how this will be incorporated into the classroom. There is a strong possibility that we could lose students who feel excluded from the process for a number of reasons.   | 7/13/2015 10:00 PM |
| 19 | Remember to include special education students who are mainsteamed into the general population   | 7/13/2015 2:22 PM  |
| 20 | Currently students enter collegiate work without proper training. Students do not know how to form an argument, do any sort of research, and often have issues with grammar and spelling. This is a failing of OK schools.   | 7/13/2015 11:17 AM |
| 21 | Thank you for soliciting input and comments.   | 7/13/2015 10:24 AM |
| 22 | It is difficult in a state that continually does not fund education to require all Oklahoma public schools to meet the standards of multimodal texts. There is a great disparity across the state in school districts being able to afford the technology for Oklahoma graduates to be prepared for this fast-paced world. Until this can be addressed, I feel that standards stressing multimodal texts cannot be fully implemented without proper funding.   | 7/12/2015 6:46 PM  |
| 23 | I like the emphasis on analysis using support from the texts. I think that will help students be more successful later in life.  | 7/11/2015 4:55 PM  |
| 24 | You all did an awesome job!  | 7/11/2015 1:50 PM  |
| 25 | Make internet . com off limits as a reference.   | 7/11/2015 8:13 AM  |
| 26 | Fifth grade students are overburdened with testing and standards. This grade is supposed to master too many new skills! I appreciate the focus on narrative writing and expect the writing test to be on this.   | 7/10/2015 8:56 AM  |
| 27 | No student should be required to complete a state based exam that could be subjectively graded   | 7/9/2015 6:27 PM   |
| 28 | I understand the law insists that we have Pre-K standards. Isn't there anyway that the Pre-K standards could be separate and have K-12 standards. Then have Pre-K standards by themselves and not included in the 8 standards. Then have Early Childhood Specialists write the Pre-K standards. Young children learn through experience, play and discovery. I don't want Pre-K to become Kindergarten ten years from now. That is what has happened to Kindergarten already. The nations that have higher end of instruction test scores don't start academics until age 6 or 7. The solution to producing higher academic test scores, isn't having students' start academic training at an earlier age. | 7/9/2015 1:07 PM   |
| 29 | Just thinking of 5th the old standards are much easier to follow, I know this is just a draft but it would be helpful for teachers to give more specific content and examples to ensure we are teaching all that we need to for state exams and the next grade.  | 7/9/2015 11:21 AM  |
| 30 | Good narrative writing is the hardest mode and should be taught in later grades. Developing believable characters and plot structure and dialogue is meant for more mature students. If by narrative you mean a simple personal narrative, or memoirs, that would be okay. Otherwise I think the grade level emphasis is completely backwards. Informative should be followed by persuasive followed by narrative.   | 7/9/2015 10:35 AM  |

## Oklahoma Academic Standards for English language arts - July 2015 Draft Feedback Survey

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| 31 | Please do not put so much emphasis on informational texts, as with the CCS, because that took away from the importance of literature within a child's life.   | 7/9/2015 10:26 AM |
| 32 | These standards support "best practice" methods.  | 7/9/2015 10:25 AM |
| 33 | These standards support "best practice" methods.  | 7/9/2015 10:23 AM |
| 34 | China should not be our model that we follow and unfortunately our country is following the Chinese education system. I am very disappointed that more lawmakers are not doing the right thing to protect our nation's future and precious generations of impressionable youth. I will attempt to make it 3 more years before I can retire and do my best to be salt and light in a system filled with selfishness...power, money and greed. My final comment, is we are not stupid these standards are COMMON CORE. I desperately pray for you as leaders that God will have mercy on you for attempting to deceive the public.      | 7/9/2015 9:50 AM  |
| 35 | I think elementary grades spend great amounts of time and energy on reading, but that drops off so drastically in upper grades that reading skills falter. High school students are very busy with extra curricular activities and teachers have started summarizing info for them. They are not required to read for long periods of time, and they are not prepared for the rigor of college.   | 7/9/2015 8:08 AM  |
| 36 | Give teachers an example of what is being sought for testing. Since our society of learning is changing, teachers need to understand how to apply the rigor and maybe give a list of works to teach per grade level.  | 7/8/2015 10:14 PM |
| 37 | I cannot believe we are going to use these vague, ill-written wishes to replace Common Core standards.  | 7/8/2015 8:49 PM  |
| 38 | I am a kindergarten teacher and find the standards appropriate for kindergarten. I also found the standards to be clear and easy to understand. Good job!   | 7/8/2015 8:37 PM  |
| 39 | Standards are too broad and generic and offer little guidance for teachers as related to implementation..   | 7/8/2015 7:41 PM  |
| 40 | Rigor does not mean pushing down skills to inappropriate levels. Rigor is creating a deep understanding of developmentally appropriate skills.  | 7/8/2015 5:14 PM  |
| 41 | The early years are the most important to literacy development many of these standards are too ambiguous and do not lend themselves to critical thinking and success. If you want rigor then you need to step it up a notch and make students and teachers alike reach their potential. independent writing and reading both need a set time per age or grade level, otherwise I can say "oh yes they read/wrote independently between subjects or classes." Your standards do not match the RSA. Kindergarteners should be reading independently by the end of the school year. These standards are like taking a step back in time. | 7/8/2015 4:04 PM  |
| 42 | Great job! Thank you.   | 7/8/2015 3:53 PM  |
| 43 | These are all excellent expectations for our students....however none of these can be met unless our students can read. We need standards that reflect the need for a good reading foundation. This means including phonics, phonemic awareness, and phonological awareness standards.  | 7/8/2015 3:51 PM  |
| 44 | Thank you for your time and effort!   | 7/8/2015 3:33 PM  |
| 45 | Has brain development been taken into account when writing these standards? Something to consist for the future: everyone we change our standards, we undermine their effectiveness because they are intended to be built upon from the previous grade level. If we keep changing them, we can't build on the previous year and are rendering any standards as ineffective.   | 7/8/2015 3:00 PM  |
| 46 | I mainly looked at pr-k standards and did not see an expectation of mastery or even specific goals. Everything is written very vague and therefore many of the standards are difficult to asses.  | 7/8/2015 2:53 PM  |
| 47 | I am pleased with the work that has been done thus far. I am hopeful that students will be professionally assessed in a manner that will reflect their hard work under the rigors of these standards.   | 7/8/2015 12:50 PM |

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| 48 | Oklahoma students are continually performing at a low level. The standards are often manipulated due to the teachers' incompetence and lack of knowledge. Perhaps the teacher standards should be reevaluated and actually used to hold them accountable.  | 7/8/2015 12:48 PM |
| 49 | i also, thinks that the schools should enforce penmanship and especially enforce cursive writing again.  | 7/8/2015 10:09 AM |
| 50 | pre-k should not be included in multi-media standards. students at this age need hands on real life experiences free of media.   | 7/8/2015 9:05 AM  |
| 51 | Thank you for all of your hard work and dedication to make our new standards the best for kids!  | 7/8/2015 8:37 AM  |
| 52 | Would like to see more book reports n essays being done as well as a list of spelling words with definition look up and sentences that need to be done daily, computers can only take our children so far  | 7/7/2015 11:38 PM |
| 53 | In some of the standards the language is repeated in each grade level. In these instances, it is unclear on whether the intended criteria for success is the same for a freshman as it is for a senior. I assume that we expect the inferences that a senior would make would be more insightful or sophisticated. How do we make sure that teachers will understand that.   | 7/7/2015 8:18 PM  |
| 54 | Outcome Based Education had already been proven to fail, and all of these above are OUTCOMES and COMMON CRUD OBAMACORE which is not what Oklahoma constituents want.   | 7/7/2015 8:12 PM  |
| 55 | None   | 7/7/2015 7:33 PM  |
| 56 | students must be held accountable as well as teachers  | 7/7/2015 6:17 PM  |
| 57 | Please change the name of the standards, the acronym OAS is not good.  | 7/7/2015 5:38 PM  |
| 58 | I focused on the kindergarten standards, as I am a kindergarten teacher and have been for several years. This is what I am focused on.   | 7/7/2015 4:54 PM  |
| 59 | Please include some creativity.  | 7/7/2015 10:32 AM |
| 60 | Standard 7, in referring to multimodal literature, offers few clues as to how "multimodal" should be interpreted. Clarification would be great.  | 7/7/2015 10:22 AM |
| 61 | There's a time when these standards should be taught. Fifth grade is not the grade to be citing evidence along with a counter claim in writing. They are not developmentally ready for this skill. I know, I teach it. I spend many hours teaching this standard and for the past two years the writing scores have been invalid. What's that tell you. Can't find anyone who can grade them fairly and on grade level. Let them be creative and write like they are able for their age. You're taking the fun out of it and they hate it! I can't say I don't blame them! | 7/7/2015 9:39 AM  |
| 62 | No EOI. Use ACT , that is what we teach.   | 7/6/2015 10:43 PM |
| 63 | Is there any way we could have a reading pacing guide posted to the state dept. website like the math side. They have mapped what skills to be taught and how long it should take. I love that it is planned out for us. It's a great helper.  | 7/6/2015 10:11 PM |