

South Central Comprehensive Center (SC3) Feedback on Oklahoma Academic Standards for English Language Arts Draft Standards Released on July 1, 2015

General Comments

- SC3 would like to acknowledge the apparent thoughtfulness and seriousness with which the writing committee members approached their task. The hard work is evident in the standards themselves, as well as in the other components of the document. All comments provided are only intended to assist with further refinement of what is already a strong set of standards for the State of Oklahoma.
- Organizing the *English Language Arts (ELA) College and Career Standards* in the eight overarching standards helps to reinforce the recursive nature of the language arts as a non-linear, continuous process refining concepts and skills.
 - Please check to ensure the guiding principle descriptions on the Pre-K-4th and 5th-12th documents are consistent.
- Expressing each of the eight overarching ELA standards in both reading and writing helps reinforce the research-based assertion for integrated, rather than isolated, reading/writing instruction.
- While the order of the eight overarching standards is intended to be non-linear, the progression used here seems logical (e.g., *Listening and Speaking* first, then *Reading Process/Writing Process*, etc.).
- To ensure alignment across ages represents a developmentally appropriate learning trajectory, consider conducting a crosswalk between the draft Pre-K - 4th *Oklahoma Academic Standards for ELA*, the *Oklahoma Early Learning Guidelines for Children Ages Three to Five*, and the *Head Start Child Development and Early Learning Framework*. Researchers recommend beginning the crosswalk from the youngest age so as not to inadvertently push down inappropriate standards.
- Consider how best to provide guidance to teachers of children with special needs.
 - Develop separate English Language Learner (ELL) standards?
 - Embed adaptations within relevant standards?
 - Address in training on the use of standards?
- Consider how best to provide guidance to Pre-K teachers regarding the noncognitive skills that were included in the *Pre-K Priority Academic Standard Skills (PASS)*.
 - Embed noncognitive skills within relevant ELA standards?
 - Develop separate Pre-K standards to address noncognitive skills (e.g., social, emotional and executive function) not addressed in the ELA standards?
- Consider including a glossary of key terms to ensure practitioners have a common understanding of key terms.

Standard-Specific Comments

- *Standard 2: Reading Process*
 - Addressing foundational skills (Phonological Awareness, Print Concepts, etc.) at the beginning of the *Reading Process* standards makes sense.
 - Is there a rationale for the order in which the foundational skills are listed?

- *Print Concepts* is typically thought of as a precursor to *Comprehension*. Shouldn't it come first?
 - *Phonological Awareness* is a precursor to *Decoding/Phonics*, but they are mutually reinforcing. Should they be listed one after the other?
- **Standard 2: Reading Process, Print Concepts**
 - Consider adding a standard for Pre-K related to letter identification:
 - “With guidance and support, students will identify and name the majority of the letters in their first name, and many uppercase and lowercase letters.” This would provide consistency with a similar *Decoding* standard for Pre-K that reads, “With guidance and support, students will name and print the majority of the letters in their first name, and many uppercase and lowercase letters.”
 - For Pre-K through 4th consider including a progression of standards on using text features including
 - *Graphic aids - illustrations, photos, graphs, charts, tables, diagrams, maps, timetables, etc.*
 - *Organizational aids - table of contents, index, glossary, preface, etc.*
 - *Print features - bold print, italics, bullets, titles, headings, subheading, labels, captions, sidebars, etc.*
 - For 5th through 8th, consider expanding the range for *Print Concepts* to address the use of text features as they relate to discipline-specific practices. Each content area discipline relies on different types of texts, writing styles, and language to convey ideas and learning (e.g., writing or reading a newspaper article requires different skills than writing or reading a lab report).
- **Standard 3: Vocabulary**
 - For consistency with previous standards, in *Reading* standards for Pre-K, K, and 1st grade, begin sentences with “With guidance and support, students will...”
- **Standard 4: Critical Reading/Critical Writing**
 - For Pre-K, consider adding “emergent writing” to the standard to read, “With guidance and support, students will use drawing, labeling, dictating, and *emergent writing* to express thoughts and ideas.”
- **Standard 8: Independent Reading and Writing**
 - For consistency with previous standards, in *Writing* standards for Pre-K and K delete the word “adult” used in “With adult guidance and support...”