

**ELA K-5 Work Group Public Hearing Report
April 20, 2015**

The Work Groups (WGs) should expect to present, at a minimum, the following information in writing prior to the public hearing.

I. Statement of WG objective (specific to each WG):

We will create ELA standards that are developmentally appropriate for Missouri students in grades k-5.

II. Description of WG organization – Chair, Vice Chair, etc. and whether the WG is full

Chairman-Tonya Pobst, Vice-Chairman- Linda Shippy, Secretary - Jennifer Hill
Workgroup is full (16 members). Thank you for your assistance in filling previously vacant appointments.

III. Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed. This could include a consensus estimate of percent completion.

Our workgroup membership has been divided into writing teams with each team assigned responsibility to draft one of the K-5 ELA strands. Each workgroup is reporting different completion stages in the first draft of their assigned strand*:

Reading: ~100%

Writing: ~75% complete

Listening/Speaking: ~100%

Language: 100% complete

*Members of the K-5 writing teams have not yet reviewed all strands.

**IV. Description of remaining steps to completion and the WG plan for completion
Tentative next steps and projected timeline for completion of ELA standards are outlined below*:**

1. Completion of all draft strands for ELA - (April)
2. Collective review (revise, and edit ELA strands for vertical and horizontal alignment) - (May)
3. Merging ELA K-5 with ELA 6-12 document for cohesive format (June/July/August)
4. Review, revise, and edit for vertical and horizontal alignment of ELA **K-12** (June/July/August)
5. Establish and apply coding for K-12 standards; review, revise, edit coding (August/September)

*The above plan has not yet been coordinated with 6-12. (See Section V below.)

V. Identification of obstacles to overcome or tools/information required to assure success

To date, K-12 has had only one short collaborative meeting. Subsequent efforts to meet with ELA 6-12 Work Group to plan/pace cohesive ELA K-12 standards to completion, including formatting and alignment, have been unsuccessful.

VI. Any other issues important to the particular work group

None at this time.

Speaking and Listening	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Listening	<p>Follows rules</p> <ul style="list-style-type: none"> ex. verbal signals teacher uses to gain attention <p>Follows one-step instructions</p> <p>Listens for purpose</p> <ul style="list-style-type: none"> ex. in oral story, identify a character <p>Listens for enjoyment</p> <ul style="list-style-type: none"> ex. oral story telling <p>Listen for information</p> <ul style="list-style-type: none"> ex. teacher read aloud of science text <p>Demonstrate active listening</p> <ul style="list-style-type: none"> ex. eye contact 	<p>Follows rules</p> <p>ex. when someone is speaking, other students are quiet</p> <p>Follows 2 - step instructions</p> <p>Listens for a purpose</p> <p>Listens for enjoyment, and responds in age-appropriate manner</p> <p>Listens for information and responds with topic-related questions and answers</p> <p>Demonstrates active listening</p> <ul style="list-style-type: none"> eye contact 	<p>Follows rules</p> <p>ex. respect other speakers by not interrupting</p> <p>Follows 3-step instructions</p> <p>ex. Put your pencil away, take your book out, and come to the carpet.</p> <p>Listens for enjoyment and retells in own words</p> <p>Listens for information and responds with key ideas/details</p> <p>Demonstrates active listening</p>	<p>As a class, generate listening rules</p> <p>Follows multi-step instructions</p> <p>Listens for enjoyment and expresses an opinion</p> <p>Listens for information, and summarizes key information</p> <p>Demonstrates active listening through body language and eye contact</p>	<p>Generate and justify listening rules</p> <p>Follows and restates multi-step instructions</p> <p>Listens for enjoyment or information, and engages in discussion with classmates</p> <p>Generates and follows active listening rules</p>	<p>Follows agreed upon rules for listening, and fulfills discussion rules</p> <p>Follows, restates, and gives multi-step instructions</p> <p>Listens for speaker's message and summarizes main points based on evidence</p> <p>Evaluates and modifies own active listening skills</p>

<p>Collaborative Discussions</p>	<p>Takes turns</p> <p>Confirms understanding by retelling information</p> <p>Asks appropriate questions based on read alouds or other media</p>	<p>Takes turns according to classroom expectations</p> <p>Confirms understanding of read-aloud and other media by retelling and asking appropriate questions</p>	<p>Takes turns in discussion</p> <ul style="list-style-type: none"> • shoulder partner <p>Confirms understanding of read aloud and independent reading by retelling and asking appropriate questions</p>	<p>Responds appropriately to discussion in a variety of settings</p> <ul style="list-style-type: none"> • ex. one on one, small group, teacher-led <p>Expresses opinion of read aloud and independent reading topics</p>	<p>Contributes to discussion after listening to others' ideas</p> <p>Expresses opinion of read aloud and independent reading, and relates opinion to others</p>	<p>Summarize points made by others before presenting own ideas</p> <p>Provide evidence to support opinion</p>
<p>Presenting</p>	<p>Face audience</p> <p>Describe personal experiences using a prop, picture, or other visual aide</p> <p>Recite nursery rhymes/songs</p> <p>Speak in complete sentences</p>	<p>Face and look at audience</p> <p>When presenting, use a prop, picture, or other visual aid, with assistance</p> <p>Recite grade - appropriate poetry/songs</p> <p>Speak in complete sentences</p>	<p>Speak clearly, with adequate volume, while facing audience</p> <p>When presenting, stay within a given time frame</p> <p>use grade-appropriate academic language conventions when speaking</p>	<p>Speak clearly and audibly while maintaining eye contact</p> <p>When presenting, justify use of particular visual aid</p> <p>use grade-appropriate language, choosing words and phrases for effect</p>	<p>Speak with expression and fluency</p> <p>Plan and make informal presentations, employing organization and sequencing of ideas</p> <p>Maintain a controlling idea</p> <p>Adjust formal/informal language according to context and topic</p>	<p>Adjust tone depending on purpose of presentation</p> <p>Give formal presentation using a variety of media as needed</p> <p>Employ appropriate pacing, vocabulary and gestures</p> <p>Support opinions in presentation with evidence</p>

Language

Conventions of Standard English

	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
	<p>Print upper and lower case letters legibly</p> <p>Use appropriate words to identify persons, places, things, and actions.</p> <p>Add 's' to plural words when speaking.</p> <p>Use appropriate words to express time and space (Prep: examples: on, off, in, out, from, to, with, above, below</p> <p>Demonstrate the use of complete sentences in shared language activities.</p> <p>Appropriately use questions words when speaking. (who, what, where, when, why, how)</p>	<p>write legibly, using correct spacing between words and sentences</p> <p>Use naming words (nouns) and action words (verbs) that designate past, present, and future.</p> <p>Use describing words in a sentence (ex) adj/adv</p> <p>Use and, but, and, so in sentences</p> <p>Use <i>a, an, the</i>, in writing.</p>	<p>write legibly eg. print, cursive</p> <p>Identify and use nouns and pronouns correctly.</p> <p>Identify and use regular verbs.</p> <p>Identify and use helping verbs with regular verbs.(past participle - <i>has jumped; can jump; will jump</i>)</p> <p>Identify and use adjectives in writing (pretty, strong). Identify adverbs in writing (slowly, carefully)</p>	<p>Write legibly eg. print, cursive</p> <p>Use helping verbs with irregular verbs. (has eaten, had eaten, have eaten)</p> <p>Identify and use comparative and superlative adjectives and adverbs in writing (good, better, best; more fun, most fun)</p> <p>Identify and use limiting adjectives (<i>this, that, these, those</i>)</p> <p>Identify correct subject verb agreements in sentences (we eat, he eats)</p> <p>Use the irregular "be" verbs (am, is, are, was, were)</p> <p>Identify 1st, 2nd, & 3rd person pronouns and their antecedents (The students brought <i>their</i> books to class.)</p> <p>Identify complete subject and complete predicate in a sentence.</p> <p>Identify sentence fragments and run-on sentences</p>	<p>write legibly eg. print, cursive</p> <p>Use the "be" helping verbs with "ing" verbs (is running, were jumping)</p> <p>Correctly use progressive verbs to show past, present, and future. (I was reading; I am reading; I will be reading)</p> <p>Identify and use adverbs in writing (i.e. Quickly, fast, not, very)</p> <p>Identify phrases and clauses</p> <p>Correctly use subject/verb agreements with 1st, 2nd, & 3rd person pronouns in writing (I sing, We sing, You sing, He/She sings. They sing.)</p> <p>Correctly use pronoun antecedent agreement in writing (The <u>boy</u> took <i>his</i> bicycle to town.; (Jan and <u>I</u> went to town. Jan went to town with <u>me</u>.)</p> <p>Identify and use prepositions correctly in a sentence (The girl <u>in</u> the red dress read the poem. Kaheem hit the ball <u>through</u> the <u>window</u>.)</p> <p>Identify the four types of sentences (interrogative, exclamatory, declarative, imperative)</p> <p>Correct sentence fragments and run-on sentences in writing</p>	<p>write legibly eg. print, cursive</p> <p>Identify and correctly use the 8 parts of speech and explain their function: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.</p> <p>Correctly use subordinating conjunctions (because, when, if)</p> <p>Correctly use prepositional phrases</p> <p>Correctly use relative pronouns (<i>who, which, that</i>) and relative adverbs (<i>where, when, why</i>) in phrases and clauses</p> <p>Identify and accurately use verb tenses correctly: past, present, and future.</p> <p>Capitalize family relationships (<i>my mom</i> vs. <i>Mom</i>)</p>

Punctuation	<p>Identify end punctuation.</p> <p>Capitalizes own first and last name.</p> <p>Recognize the first word in a sentence is capitalized</p> <p>Capitalize the pronoun <i>I</i></p>	<p>Identify names of ending punctuation (period, question mark, and exclamation mark).</p> <p>Capitalize the first letter of others' first and last names.</p> <p>Capitalize the first letter of the first word of a sentence.</p> <p>Use words to express time and space (prepositions) in writing (on, of, in, out, from, to, with)</p>	<p>Recognize that dialogue contains quotation marks.</p> <p>Correctly use ending punctuation (period, question mark, and exclamation mark).</p> <p>Use apostrophes to correctly form contractions.</p> <p>Capitalize: weeks, days, month, holidays</p> <p>Capitalize titles of people: Mr., Ms., Mrs. Miss, Dr.</p>	<p>Use an apostrophe to form and use possessives</p> <p>Demonstrate the use of commas and of quotation marks in dialogue.</p> <p>Use commas for greeting and closing of a friendly letter</p> <p>Capitalize dialog correctly</p> <p>Capitalize names of places: (ex) state, cities, and countries</p> <p>Capitalize titles of books, stories, and songs.</p>	<p>Write a dialogue between two or more characters correctly punctuated.</p> <p>Recognize the difference between coordinating conjunctions (and, but, so) and subordinating conjunctions (when, because, if, while)</p> <p>Insert a comma before a coordinating conjunction in a compound sentence.</p> <p>Capitalize proper adjectives, such as: German, Spanish, Jewish.</p> <p>Capitalize product names: Cheerios, Pepsi, Nike</p>	<p>Use punctuation to separate items in a series.</p> <p>Use a comma before a coordinating conjunction when writing compound sentences.</p> <p>Use a comma to separate an introductory clause in a complex sentence(ex)When I'm thirsty, I go get a drink.</p> <p>Use a comma to set off the words <i>yes</i> and <i>no</i>.</p> <p>Use italics quotation marks and underlining where needed. Story titles:"The Celebrated Jumping Frog of Calaveras County," book titles: <i>Hatchet</i></p> <p>Correctly identify and punctuate compound sentences.</p> <p>Employ standards to identify and correctly write apostrophes in singular nouns to show possession .</p> <p>Identify and correctly write apostrophes in singular nouns to show possession</p>
Spelling	<p>Name printed letters that match a sound</p> <p>Spell 3-letter sight words, using letters for consonants and vowel sounds (invented spelling) (<i>ht for hat</i>)</p>	<p>Spell words using regular spelling patterns (word families) and appropriate sight words, using consonant and vowel sounds.</p>	<p>Spell words using irregular spelling patterns (said, does)</p> <p>Correctly spell the plural of grade-appropriate nouns by adding -es to nouns ending in-s, -ss, -sh, -ch, or -x</p> <p>Identify nouns that change their spelling in plural form (, man, men; child, children)</p>	<p>Correctly spell grade-appropriate words :</p> <ul style="list-style-type: none"> -compounds -doubling the consonant to add <i>-ing</i> - when writing plural words, change 'y' to 'ies' <p>Arrange grade-appropriate words in alphabetical order, to the first letter</p>	<p>Correctly add a suffix by dropping the final 'e' (-able, -ence, -ing) (write;writing), and leave the 'e' when adding a consonant suffix (-less, -ment, -ly) (amuse; amusement)</p> <p>Arrange grade-appropriate words in alphabetical order</p>	<p>Employ standard spelling for grade appropriate words</p> <p>Edit spelling, utilizing appropriate resources. (spell check, online dictionary, thesaurus)</p> <p>Arrange reference sources in alphabetical order</p>

			<p>Edit spelling using appropriate resources, including electronic resources <i>(online dictionary)</i></p>	<p>Spell words ending in the long 'e' sound (monkey, fly, genie)</p>	
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Reading	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
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Reading Foundations

Foundations
Print Awareness, students understand how English is written and read.

<p>--identify upper and lower case letters --hold a book right side up --understand books are read left to right, top to bottom --identify part of a book (front and back cover)</p>	<p>--identify upper and lower case letters --identify parts of a book (title, author, illustrator, table of contents) --recognize that sentences are comprised of words separated by spaces</p>	<p>--identify and use table of contents and glossary --understand that sentences are organized into paragraphs to convey meaning --apply rules of alphabetical order</p>			
<p>--Show that written words are made up of different letters --know that a sentence is comprised of a group of words separated by spaces --demonstrate one to one correspondence between spoken words and written words --recognize that spoken words can be represented by print for communication</p>	<p>--recognize that spoken words are represented in English by letters written in specific sequences --sequence the letters of the alphabet --recognize the distinguishing features of a sentence (eg. Capitalization of the first words and punctuation at the end) --write first and last name correctly</p>	<p>--recognize the distinguishing features of a sentence (e.g. capitalization of the first word, punctuation at the end, commas, and quotation marks)</p>			

	K	1	2	3	4	5
Foundations Phonemic Awareness	--identify sounds in spoken words --orally generate rhymes in response to spoken words (what rhymes with cat) --distinguish orally presented rhyming pairs of words from non-rhyming pairs	--identify sounds and syllables in spoken words --orally generate a series of rhyming words using a variety of phonograms (eg. -ant, -ake, -ain) and consonant blends (eg. bl, tr, st)				
	--recognize spoken alliteration or groups of words that begin with the same onset or initial sound (Baby boy bounces.) --blend spoken onsets and rhymes to form simple words (onset /c/ rhyme /at/ to form cat)	--distinguish between long and short vowel sounds --recognize the change in a spoken word when a specific phoneme is added, changed or removed (eg. glow to blow)				
	--blend spoken phonemes to form one syllable words (eg. /m../a../n../man) --isolate the initial sound in one syllable words --segment spoken one syllable words into 2 or 3 phonemes (eg. dog.../d../o../g/)	--blend spoken phonemes to form 1 or 2 syllable words including consonant blends (eg. spr) --isolate initial, medial, and final sounds in 1 syllable spoken words				
		--segment spoken 1 syllable words of 3 – 5 phonemes into individual phonemes (eg. splat /s../p../l../a../t/)				

<p>Foundations Phonics Students will be able to:</p>	<p>--identify sounds of letters --distinguish vowels from consonants --identify and read grade level appropriate high frequency words --blend letter sounds to decode simple CVC words</p>	<p>decode words in context and in isolation by using letter sound knowledge for: --single letters (consonants) such as b, c=/k/, c=/s/, d, f, etc</p>	<p>decode multisyllabic words in context by applying common letter-sound correspondences including : --single letters, consonant blends (e.g. thr, spl), consonant and vowel digraphs (e.g. ng, ph, ie, ew) and vowel diphongs (e.g. oi)</p>	<p>decode multisyllabic words in context and independent of context by applying common spelling patterns including: --dropping the final "e" and add endings such as -ing, -ed, or -able (e.g. use, used, using, and usable)</p>	<p>--use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affexes) to read unfamiliar multi-syllabic words --read and correctly spell grade appropriate roots (e.g. unnecessary, cowardly,) prefixes, and suffixes(mis-, un-, -ful, -ing) and important words from all grade-specific content curricula.</p>	
	<p>--recognize the new words can be created when letters are changed , added, or deleted --use letter sound knowledge to write simple messages and words which accurately represent at least the initial sound</p>	<p>--single letters (vowels) including short and long vowels --consonant blends (e.g. bl, st) --consonant digraphs including ch, tch, sh, wh, ck, -dge --vowel digraphs including oo, ea, ee, ow, ou, ie --vowel diphthongs including oy, oi, ou, ow</p>		<p>--doubling final consonants when adding an ending (e.g. hop to hopping) --changing the final "y" to "i" (e.g. baby to babies) --using knowledge of common prefixes and suffixes (e.g. dis-, -ly) --using knowledge of derivational affixed (e.g. -de, -ful, -able) --homophones (hair/hare)</p>		
		<p>--combine sounds from letters and common spelling patterns (e.g. consonant blends, long- and short-vowel patterns) to create recognizable words --recognize and use syllabication patterns</p>	<p>--use common syllable patterns to decode words (e.g. CVC pic-nic, CV tiger, final stable syllable tum-ble, VCe in-vite, r-controlled vowels per-fect, vowel digraphs and</p>	<p>--use common syllable patterns to decode words including: CVC (magnet), CV (ve-to) final stable syllable (puzzle, con-trac-tion), r-controlled vowels (fer-ment, car-pool),</p>		

		to decode words including: CVC (mat, bat), CV (he, me), VCe (kite, fame) final stable syllable, vowel diphthong and digraphs, r-controlled vowels (tar, her) including er, ir, ur, ar, and or	diphthongs boy-hood)	vowel digraphs and diphthongs (ei-ther)		
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--decode words in word families (-ink, -at, -ate, -ick)
 --read root words with inflectional endings- plurals, tenses, and comparatives
 --read simple compound words (football, birthday)
 --identify and read contractions (e.g. isn't, can't, don't)
 --correctly read and spell grade appropriate high-frequency words
 --demonstrate decoding skills when reading new words in a text

--decode words by common spelling patterns (e.g. -ight, -ant)
 --read words with common prefixes and suffixes (e.g. un-, dis-, -ly, -less)
 --identify and read common abbreviations (e.g. Dr., Mr, Ave.)
 --identify and read contractions (e.g. haven't, it's)
 --identify and read grade-appropriate common and irregularly spelled high-frequency words (e.g. through, tough)
 --correctly spell the plural of grade-appropriate nouns
 --identify nouns that change their spelling in plural form (e.g. man, men; tooth, teeth)
 --demonstrate decoding skills when reading new words in a text

--decode words by common spelling patterns e.g. -eigh, -ought)
 --identify and read contractions (e.g. I'd, won't)
 --read grade appropriate irregularly spelled sight words
 --demonstrate decoding skills when reading new words in a text

Reading Beginning Reading (K-3) and Knowledge and Skills (4-5)

Comprehension Strategies

--Predict what might happen next in a text based on the cover, title, and illustrations

--Predict what will happen next using prior knowledge, confirm by "reading the

--Use text features (e.g. illustrations, titles, topics, sentences, key

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--Ask and respond to question about texts read aloud (e.g. characters, events, topics)
--Retell main ideas from text heard or read with support

part that tells”
--Ask relevant questions, seek clarification, and locate facts and details about stories and other texts
--Restate main ideas in sequence
--Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g. identifying clues, using background knowledge, generating questions, re-reading a part aloud)

words, foreshadowing, headings, table of contents) to make and confirm predictions, or explain why not confirmed
--Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text
--Retell a story’s beginning, middle, and end
-- Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when understanding breaks down (e.g. identifying clues, using background knowledge, generating questions, re-reading a part aloud)

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n/a

Orally read grade-appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension

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Fluency
Students read grade-level text with fluency and comprehension

Vocabulary Development
Students understand new vocabulary and use it correctly when reading and writing.

--Identify and use words that name actions, directions, positions, sequences, and locations
--recognize that compound words are made up of shorter words
--identify and sort pictures of objects in to conceptual categories (e.g. colors, shapes)
--use a picture dictionary to find words

--Identify words that name actions (verbs) and words that name persons, places, or things (nouns)
--Use knowledge of the meaning of individual words to determine the meaning of compound words (e.g. lunchtime)
--Determine what words mean from how they are used in context, either heard or read (e.g. He saw a cat./She cut the branch with a saw.)
--Identify and sort words into conceptual categories (e.g. opposites, living things)
--Alphabetize a series of words to the first or second letter and use a dictionary to find words

--Use prefixes and suffixes to determine the meaning of words (e.g. allow/disallow)
--Use context to determine the meaning of a new word or multiple-meaning word
--Identify and use words that are opposite (antonyms e.g. up/down, hot/cold) or similar (synonyms e.g. look, glance, peek)
--Alphabetize a series of words and use a dictionary or a glossary to find words

--Identify the meaning of common prefixes (e.g. in-, dis-, bi-) and suffixes (e.g. -full, -ed, -less) and know how they change the meaning of roots
--Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs
--Identify and use antonyms, synonyms, homographs (wind/wind, read/read) and homophones (to, too, two)
--identify and apply playful uses of language (e.g. tongue twisters, palindromes, riddles)
--Distinguish the literal and non-literal meanings of words and phrases in context
--Alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words

--Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (e.g. discuss the meaning of the common Greek root, graph, to help them understand the meaning of the words telegraph, photograph, and autograph)
--Use the context of the sentence (e.g. in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words
--Determine a word's part of speech from its suffix (e.g. the noun beauty, the adjective beautifully)
--complete analogies using knowledge of antonyms and synonyms (e.g. boy:girl as male:___ or girl:woman as boy:___)
--Identify the meaning of common idioms and figurative language (e.g. eager beaver)
--Use a dictionary or

--Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes
--Use context (e.g. in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words
--construct analogies with known antonyms and synonyms
--identify and explain the meaning of common idioms, adages, similes (e.g. as pretty as a picture), metaphors, hyperbole (exaggerations) and other sayings
--Identify and use words and phrases that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition, etc.)
--Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations,

--discuss and identify analogies

glossary to determine the meanings, syllabication, and pronunciation or unknown words

parts of speech, meanings, and alternate word choices

Reading Comprehension

Independent Text
Students read independently for sustained periods of time. Student will be able to:

--engage with text as developmentally appropriate (e.g. book walk, tell the story through pictures, read the words)

--read developmentally appropriate/grade level text independently
--produce evidence of their reading.

--read developmentally appropriate/grade level text independently
-- produce evidence of their reading.
--paraphrase, maintaining meaning.

--read developmentally appropriate/grade level text independently
--produce evidence of their reading.
--paraphrase, maintaining logical order (e.g. generate a reading log or journal; participate in book talks)

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COMPREHENSION FICTION

Students will develop, apply, and use strategic skills to comprehend, analyze, and evaluate literary fiction from a variety of cultures and times.

Fiction: Theme and Genre
Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text. Students will be

--Identify elements of a story including setting, character, and key events
--Discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience
--Recognize sensory details
--Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales

--Identify and describe characters, setting, events in logical sequence, problem and solution
--Discuss the big idea of a story
--Connect the meaning of a well-known story or fable to personal experience
--Explain the function of recurring phrases (e.g. "Once upon a

--Identify setting, characters, problem and solution, identify sequence of events.
--Identify the big idea or moral lesson as themes in well-known fables, legends, myths, or stories
--Compare different versions of the same story in traditional

--Identify setting, characters, problem and solution, sequence of events/plot
--Paraphrase the big idea/themes and supporting details of fables, legends, myths, or stories
--Compare and contrast the settings in myths and traditional folktales

--Identify setting, characters, problem and solution, plot
--Summarize and explain the lesson or message of a work of fiction as its theme
--Compare and contrast the adventures or exploits of characters' roles (e.g. hero/protagonist,

--Identify setting, characters, problem and solution, plot
--Identify the theme of a work of fiction
--compare and contrast the themes or moral lessons of several works of fiction from various cultures
--Identify the differences between fantasies (e.g. *The*

able to:	from various cultures.	time” or “They lived happily ever after.”	and contemporary folktales with respect to their characters, settings, and sequence of events.	--Identify differences between fables, folk tales, legends, and myths	villain/antagonist) in traditional and classical literature --Identify differences between American tall tales, mysteries, science fiction, and adventure stories	<i>Hobbit</i>), historical fiction, true adventure stories --Explain the effect of a historical event or movement on the theme of a work of literature --introduce origin myths and acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology
Fiction: Literary Fiction Students understand, make inferences, and draw conclusions, about the structure and elements of fiction and provide evidence from text to support their understanding to uncover meaning in poetry. Students will be able to:	--Retell a main event from a story read aloud --Describe characters in a story and the reasons for their actions	--Describe the plot (problem and solution) and retell a story’s beginning, middle, and end with attention to the sequence of events --describe characters in a story and the reasons for their actions and feelings	--Describe the plot (problem and solution) and retell the major events in a story --Describe main characters in works of fiction, including their traits, motivations, and feelings --introduce cause and effect relationships --introduce whether the narrator or speaker of a story is first or third person.	--Sequence and summarize the plot’s main events and explain their influence on future events --Identify personality traits of characters from the thoughts, words, and actions that reveal their personalities --Describe the interaction of characters including their relationships and the changes they undergo --Introduce whether the narrator or speaker of a story is first or third person. --Identify cause and effect relationships	--Sequence and summarize the plot’s main events and explain their influence on future events --Identify personality traits of characters from the thoughts, words, and actions that reveal their personalities --Describe the interaction of characters including their relationships and the changes they undergo --Identify whether the narrator or speaker of a story is first or third person. --Identify cause and effect relationships	--Recognize foreshadowing --Identify and describe the conflict in a story or novel and its resolution --Explain the roles and functions of characters in various plots, including their relationships and conflicts --Introduce different forms of third-person points of view in stories

<p>Fiction: Poetry Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students will be able to:</p>	<p>--respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds</p>	<p>--respond to and use rhythm, rhyme, and alliteration in poetry --memorize a short poem (e.g. nursery rhyme)</p>	<p>--identify examples of rhythm and rhyme --describe how rhyme, rhythm, and repetition create imagery in poetry -use onomatopoeia --memorize and recite a short poem</p>	<p>--identify examples of alliteration --identify basic forms of poetry (e.g. couplet, haiku) --memorize and recite a children's poem or song</p>	<p>--Identify structural elements of poetry (e.g. rhyme, meter, stanzas, line breaks) --memorize and recite a poem or song</p>	<p>--Identify sound elements (e.g. alliteration and rhyme scheme, couples, ABAB) and visual elements (e.g. unusual patterns of punctuation or capitalization) --Identify forms of poems (e.g. dramatic poems with dialogue and action) --Explain how poets use sound effects in humorous poems --memorize and recite a poem or song</p>
<p>Fiction: Drama Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students will be able to:</p>	<p>--share and perform appropriate grade level stories and plays for an audience.</p>	<p>--Identify characters and dialogue in a puppet play or performance by actors --share and perform appropriate grade level stories and plays for an audience.</p>	<p>--Identify characters, setting, acts, and scenes in plays --Identify the elements of dialogue and use them in informal plays --share and perform appropriate grade level stories and plays for an audience using eye contact, volume, and clear enunciation appropriate to the selection</p>	<p>--Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed. --plan and perform readings of selected texts</p>	<p>--Analyze how characters change from the beginning to the end of a play or film. --Introduce structural elements of dramatic literature (e.g. act, scene, cast of characters, stage directions) --plan and perform readings of selected texts</p>	<p>--Analyze the similarities between an original text and its dramatic adaptation --Identify structural elements of dramatic literature --develop characters through use of basic acting skills</p>

<p>Fiction: Sensory Language Students understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text and provides evidence from text to support understanding. Students will be able to:</p>	n/a	--Recognize sensory details (e.g. words that describe the five senses) in literary texts	--recognize that some words have literal and non-literal meanings (idioms) (e.g. take steps)	--Identify language that creates a graphic visual experience and appeals to the senses	--Identify the author's use of similes and metaphors to produce imagery	--Evaluate the critical impact of sensory details, imagery, and figurative language in literary text
<p>COMPREHENSION NON-FICTION</p>						
<p>Non-Fiction: Literary Non-fiction Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students will be able to:</p>	n/a	--Determine whether a story is true or a fantasy and explain why.	--Distinguish between fiction and nonfiction --Ask questions to clarify meaning --Identify main idea with supporting facts --Identify author's purpose	--Distinguish difference between biography and autobiography --Distinguish fact from opinion	--Identify similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography (e.g. Mark Twain/Tom Sawyer)	--Identify devices used in biographies and autobiographies, including how authors present major events in a person's life (e.g. dates, chronological order, maps, photos, captions)

Non-fiction: Informational text-Expository
Students analyze, make inferences, and draw conclusions about expository text, and provide evidence from text to support their understanding. Students will be able to:

--Identify the topic and details in an expository text heard or read, referring to the words and/or illustrations
--Retell important facts in a text, heard or read
--Use titles and illustrations to make predictions about text
--Identify textual and graphic features of a nonfiction text (e.g. title, author, table of contents, illustrations, and glossary)

--Restate the main idea
--Identify facts or details in text
--Answer questions to clarify or confirm understanding of a text
--use text features (e.g. title, table of contents, illustrations) to locate specific information in text

--Identify the main idea in a text and distinguish it from the topic
--locate the facts in a text
--Explain the topic of each paragraph in a multi-paragraph nonfiction text
--State the order of the events or ideas in a text
--Use text features (e.g. table of contents, index, headings) to locate specific information in text

--Identify the author's purpose
--Identify the details or facts that support the main idea
--Draw conclusions and support with textual evidence
--Identify cause and effect relationships among ideas in texts
--Use text features (e.g. bold print, captions, key words, italics) and graphic features (e.g. charts, graphs, maps) to locate information and make and verify predictions about contents of text

--Summarize the main idea and supporting details in text in ways that maintain meaning
--distinguish fact from opinion in a text and explain how to verify what is a fact
--introduce explicit and implicit relationships among ideas in texts
--Use multiple text features (e.g. guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information

--Explain the difference between a stated and implied purpose for an expository text
--Draw conclusions from text to evaluate how well the author's purpose was achieved
--Summarize the main idea and supporting details in text in ways that maintain meaning and logical order
--Determine and verify the facts in text through established methods
--Analyze how the organizations pattern of a text (e.g. cause and effect, compare and contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas
--Use multiple text features and graphics to gain an overview of the contents of text and to locate information

Non-Fiction: Informational text-Persuasive

Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Non-Fiction: Informational text-Persuasive
Student will be able to:

n/a

n/a

n/a

--identify what the author is trying to persuade the reader to think or do.

--analyze, make inferences, and draw conclusions about persuasive text and use evidence from the text to explain the author's purpose and support their analysis.
 --explain how an author uses language to present information to influence what the reader thinks or does.

--identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.
 --explain the basic relationships among ideas (e.g. comparison, causality) in the argument.
 --recognize exaggerated, contradictory, or misleading statements in text.
 --identify the type of evidence used to support a claim in a persuasive text (e.g. scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts).
 --use reasoning to determine the logic of an author's conclusion and provide evidence from the text to support reasoning.

Non-Fiction: Informational text-Sequence of events or Procedural
Students understand how to glean and use information in procedural texts and documents.

Non-Fiction: Informational text-Sequence of events or Procedural
Students will be able to:

--follow pictorial directions (e.g. recipes, science experiments)
 --identify the meaning of specific signs (e.g. traffic signs, warning signs)

--follow written multi-step directions with picture cues to assist with understanding
 --explain the meaning of specific signs and symbols (e.g. map features)

--follow written multi-step directions
 --use common graphic features to assist in the interpretation of text (e.g. captions, illustrations)

--follow and explain a set of written multi-step directions
 --locate and use specific information in graphic features of text

--determine the sequence of activities needed to carry out a procedure (e.g. following a recipe)
 --explain factual information presented graphically (e.g. charts, diagrams, graphs, illustrations)

--interpret details from procedural text to complete a task, solve a problem, or perform procedures
 --interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams

Reading: Internet and Media Literacy

Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

Reading: Internet and Media Literacy
 Students will be able to:

--identify different forms of media (e.g. advertisements, newspapers, radio programs)
 --identify techniques used in media (e.g. sound, movement)

--recognize different purposes of media (e.g. informational, entertainment)(with adult assistance)
 --identify techniques used in media (e.g. sound, movement)

--recognize different purposes of media (e.g. informational, entertainment)
 --describe techniques used to create media messages (e.g. sound, graphics)
 --identify various written conventions for using digital media (e.g. email, website, video game)

--understand how communication changes when moving from one genre of media to another
 --explain how various design techniques used in media influence the message (e.g. shape, color, sound)
 --compare various written conventions used for digital media (e.g. language in an informal email vs. language in a web-based news article)
 --identify textual structures (e.g. subheadings, links, sidebars) and graphic features (e.g. page or website)

--explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
 -- explain how various design techniques used in media influence the message (e.g. pacing, close-ups, sound effects).
 --compare various written conventions used for digital media (e.g. language in an informal email vs. language in a web-based news article)
 --identify textual structures (e.g. subheadings, links,

--explain how messages conveyed in various forms of media are presented differently (e.g. documentaries, online information, televised news)
 --consider the difference in techniques used in media (e.g. commercials, documentaries, news)
 --identify the point of view of media presentations
 --analyze various digital media venues for levels of formality and informality
 --identify textual structures (e.g. subheadings, links,

				design, website audio/video clips) of a web page.	sidebars) and graphic features (e.g. page or website design, website audio/video clips) of a web page and explain how they help readers to comprehend text	sidebars) and graphic features (e.g. page or website design, website audio/video clips) of a web page and explain how they help readers to comprehend text
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Writing

1	Apply a writing process to develop a text for audience and purpose.					
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Prewriting	<p>* Follow a writing process with assistance and support from adults to generate a writing plan through:</p> <p>a. pictures, oral language/role playing, or written letters and/or words</p>	<p>* Follow a writing process with assistance and support from adults to plan a first draft by:</p> <p>a. Brainstorming and recording key ideas in written form (e.g. drawing, sharing ideas, listing ideas, free writing, roleplaying)</p>	<p>* Follow a writing process with assistance and support from adults to plan a first draft by:</p> <p>a. Brainstorming and recording key ideas using a graphic organizer using a simple strategy in prewriting when appropriate (e.g. drawing and listing key ideas)</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. Use Using a simple pre-writing strategy (e.g. brainstorming, graphic organizers, logs, journals) when given the purpose and the intended audience.</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. Selecting a genre appropriate for conveying the purpose to an intended audience.</p> <p>b. Formulating questions related to the topic</p> <p>c. Accessing prior or building background knowledge related to the topic.</p> <p>d. Use Using a simple prewriting strategy (e.g. brainstorming, graphic organizers, logs, journals, discussions)</p>	<p>Follow a writing process to plan a first draft by:</p> <p>a. Selecting a genre appropriate for conveying the purpose to an intended audience.</p> <p>b. Formulating questions related to the topic</p> <p>c. Accessing prior or building background knowledge related to the topic.</p> <p>d. use Using a prewriting strategy (e.g. brainstorming, graphic organizers, logs, journals, discussions)</p>

Writing

DRAFT	<p>b. Develop a draft from prewriting by sequencing the actions or details compose text through letters, words, and pictures</p>	<p>Develop a draft from prewriting by:</p> <p>a. Sequencing ideas into sentences and paragraphs. generate a draft in written form on student selected topic</p> <p>b. Generating a single paragraph with one main idea.</p> <p>c. Evidence of a simple opening and simple closing.</p>	<p>Develop a draft from prewriting by:</p> <p>a. Sequencing ideas into clear and coherent sentences</p> <p>b. Generating paragraphs with one main idea. compose a draft in written form</p> <p>c. evidence of beginning, middle and end complete sentences or thoughts (declarative and interrogative)</p>	<p>Develop generate a draft from prewriting by:</p> <p>a. Building on one main idea to create a multiple paragraph piece.</p> <p>b. Supporting the topic sentences within each paragraph with facts and details.</p> <p>c. Categorizing and organizing the supporting details into a clear beginning, middle, and end.</p> <p>sentence variety (including imperative and exclamatory)</p>	<p>Develop generate a draft from prewriting by:</p> <p>a. Choosing an appropriate organizational structure (e.g. sequence of events, time order, (e.g. sequence of events, time order, cause/effect, compare/contrast)</p> <p>b. Building on one main idea to create a multiple paragraph piece appropriate to the genre.</p> <p>c. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>d. Supporting paragraphs that include simple explanations supported by facts and details appropriate to the organizational structure.</p> <p>e. Categorizing and organizing the supporting details into clear introductory, supporting, and concluding paragraphs.</p>	<p>Develop generate a draft from prewriting by:</p> <p>a. Choosing an appropriate organizational structure (e.g. storyline, sequence of events, time order, cause/effect, compare/contrast)</p> <p>b. Building on one main idea to create a multiple paragraph piece appropriate to the genre</p> <p>c. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.</p> <p>d. Supporting paragraphs that include explanations supported by facts and details appropriate to the organizational structure.</p> <p>e. Categorizing and organizing the supporting details into clear introductory, supporting, and concluding paragraphs.</p> <p>f. Reiteration of the central idea in the concluding statement.</p>
Revise/Edit	<p>reread writing with assistance</p>	<p>b. reread writing</p> <p>c. revise writing to clarify meaning and enhance descriptions (such as, describing words, relevant details)</p> <p>d. edit for conventions (refer to W2E) with assistance</p> <p>e.</p>	<p>a. reread and revise for audience and purpose, ideas and content, organization and sentence structure, and word choice, with assistance (refer to W2A, W2B, W2C, W2D)</p> <p>b. edit for conventions (refer to W2E) with assistance</p> <p>c.</p>	<p>a. reread and revise work for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>b. edit for conventions (refer to W2E)</p> <p>*e.</p>	<p>reread, revise drafts after analyzing how well audience, purpose and genre have been addressed to:</p> <p>-clarify meaning & create a focused, organized, and coherent piece of writing</p> <p>-enhance style to include simple and compound sentences</p> <p>-improve transitions by adding/deleting/combining/rearranging words & sentences for larger units of text for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>a. edit for conventions (refer to W2E)</p>	<p>reread, revise drafts to:</p> <p>-clarify meaning & focus of ideas and content</p> <p>-enhance style to include simple, compound, and complex sentences</p> <p>-improve transitions by adding/deleting/combining/rearranging words & sentences for larger units of text after rethinking how well audience, purpose and genre have been addressed for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D)</p> <p>b. edit for conventions (refer to W2E)</p>

2. (continued)						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C. NARRATIVE/PERSONAL WRITING	<p>*To examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> a. Tell the reader about a character or personal event. b. Use a combination of drawing, writing, and dictation to narrate a single event or or several loosely linked events. c. Tell about the events in the order they occurred. d. Provide a reaction to what happened in the events. <p>Examples: "</p>	<ul style="list-style-type: none"> *a. Use narrative, descriptive, expository, and/or persuasive features *b. Recognize different forms of written communication (e.g., thank-you notes, friendly letters, lists, poems, invitations) 	<p>Compose</p> <ul style="list-style-type: none"> *b. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features *c. thank-you notes, friendly letters, lists, invitations 	<p>To develop real or imagined experiences or events using effective techniques, descriptive details, clear event sequences by:</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds. b. Use dialogue and descriptions of actions; thoughts, and feelings to develop experiences and events or show the response of characters to situations. (e.g. sound devices, figurative language) c. Use temporal words and phrases to signal event order. (e.g. after, later, after a while) d. Provide a sense of closure. <p>Examples:</p>	<p>To develop real or imagined experiences or events using effective techniques, descriptive details, clear event sequences by:</p> <ul style="list-style-type: none"> e. Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally. f. Use dialogue and description to develop experiences and events or show the responses of characters to situations. g. Use a variety of transitional words, phrases and clauses to manage the sequence of events. (e.g. after we ate, a moment later, shortly after my nap) h. Use concrete words and phrases and sensory details to convey experiences and events precisely. (e.g. figurative language) i. Create a conclusion that follows from the narrated experiences or events. 	<p>To develop real or imagined experiences or events using effective techniques, descriptive details, clear event sequences by:</p> <ul style="list-style-type: none"> j. Establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. k. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. l. Use a variety of transitional words, phrases and clauses to manage the sequence of events. (e.g. however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier I saw) m. Use concrete words and phrases and sensory details to convey experiences and events precisely. (e.g. strong verbs, simile, metaphor, personification) n. Create a conclusion that follows from the narrated experiences or events. <p>Examples: Stories, poems, scripts</p>
	<div style="border: 1px solid black; background-color: #800000; color: white; padding: 5px; display: inline-block;"> ENDED HERE ON 4/10/2015 </div>					
DOK	3	3	3	3	3	3
ST	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1	CA 4, 1.8, 2.1

Revision Legend:

Template is from the GLE 2.0 Missouri document

Black font---the original GLE language

~~Strike-throughs~~ were used on the existing GLE language that was considered but no longer necessary

Red font is for the new language derived from one or more of the following documents:

- CCSS ELA Standards
- Massachusetts June 2001 Standards
- Stotskie Standards Model February 2013
- California Standards May 18, 2000
- Texas September 2008 (effective 2009-2010)

Yellow highlights are items/areas that still need to be addressed by this sub-committee

At the conclusion of the 3/17/2015 meeting we decided on...Next steps:

- Finish the writing standards
- Align the writing process to the three types of writing
- Align to sources/standard documents and code the DOK and Standard (ST) area
- Revisit the Research Standards to see if they can stand alone or if they should be a big idea or concept under Writing
- Put in examples where appropriate throughout Writing and Research Standards
- Check word choice with the language standard sub-group---make sure they match/align/cross-reference
- Consult with 6-12 to see how their structure is looking

K-5 Writing Sub-group participants:

Jill Summerhouse, Linda Shippy, Jan Mees, Terri Parks, Jessica Boyster, Jennifer Sisul, Pam Wiles

ELA Secondary Work Group Public Hearing Report

April 20, 2015

Statement of WG Objective: To develop Missouri ELA standards for grades 6-12.

Description of WG Organization:

- Chair
- 18 appointed members (this includes a total of 5 appointees by the office of the Speaker of the House)

Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed.

- Made slight revisions to overarching standards within the Reading Literature and Reading Nonfiction Text clusters.
- Grade level progressions for Reading Literature are almost complete (as of March)
- During April meetings we will begin work on Reading Nonfiction -and hope to include this progress during the public hearing

Description of Remaining Steps to Completion

- Develop the vertical progression of standards for Reading Nonfiction, Writing, Language, Speaking and Listening
- Collaborate with K-5 ELA work group to ensure vertical alignment
- Develop guiding principles, glossary, narrative

Identification of obstacles to overcome or tools/information required to assure success:

The relationships within our work group and disagreement over work group “membership” continue to be significant obstacles for our work group.

- In December, our work group was informed that former Speaker Jones had removed one of our work group members. This caused a great amount of distress to many group members, as well as much disagreement within the group. The work group communicated with Speaker Jones, asking him to reconsider this change. When it was clear that the decision was final, the work group voted as follows:
 - “The work group does not recognize any changes to the work group make-up until there is an interpretation of the law regarding the

allowable procedure to change the make-up of the work group by a Missouri Court.”

When the work group reconvened in March, we encountered the following additional obstacles:

- Speaker Diehl had appointed a new member to the group - although at the time, none of the Speaker’s appointees had been notified that they had been removed.
 - As the work group had voted in December not to recognize any changes to the work group make-up, the work group would not recognize the addition of the new appointee.
- Four members of the work group and the additional Speaker’s office appointee left the work group meeting following the reading of a statement outlining their decision to separate from the rest of the group, form a minority group, and submit a minority group report.

A related obstacle that we encounter is a lack of communication. There is no direct communication to the work group chair regarding, additions, removals, or replacements. New appointees simply show up to the work group meetings and that is when the group is made aware that an appointing office is attempting to make a change.

Any other issues important to the particular WG:

- As we work to develop these new standards, we are adhering to the following:
 - Missouri Department of Higher Education Curriculum Alignment Initiative
 - Career Ready Practices
 - Missouri Show-Me Content Standards for ELA
 - National Council of Teachers of English (NCTE)
- We are also consulting the following standards: current Missouri Learning Standards; Missouri GLE’s/CLE’s 2.0, Massachusetts 2001/2004; South Carolina 2008; Sandra Stotsky 2013

Attachments:

- Reports submitted to offices of the Speaker of the House and the President Pro Tem from December 2014 and March 2015
- Draft of Reading Literature standard progressions (incomplete)
- Revised drafts of overarching standards and clusters for Reading Literature and Reading Nonfiction

HB 1490 Work Group Update
March 2015

- Name of Group: 6-12 English Language Arts
- Name and email of the Chair of the work group: Dr. Keri Skeeters
- Email: keriskeeters@wentzville.k12.mo.us
- Name and email of the Secretary of the work group: N/A
- Unfilled spots in the work group: N/A
- Days and locations where the work group met: March 16 and March 17, 2015
- Did the work group bring in outside people to help: No
- Did the work group contact and ask opinions of outside people and who were those people:
No. We continue to consider the following sets of standards: current Missouri Learning Standards; Missouri GLE's/CLE's 2.0, Massachusetts 2001/2004; South Carolina 2008; Sandra Stotsky 2013
- What progress was made this month in the work group?
The work group made slight revisions to the overarching standards we are working on in Reading Literature and Reading Nonfiction Text. We have almost completed our grade level progressions for Reading Literature. We will be able to begin working on progressions for Reading Nonfiction when we reconvene in April.
- What problems did the work group have and how were they resolved?
The relationships within our work group and disagreement over work group "membership" continue to be obstacles for our work group. The following occurred as we began our meeting on Monday, March 16:
The Missouri Learning Standards English Language Arts 6-12 work group began its scheduled meeting on Monday, March 16, 2015. Those attending included Keri Skeeters (group-elected chair), Jill Noble, Jana Scott, Kasey Brzycki, Nick Kremer, Lou Ann Saighman, Ann Franklin, Stacy Shore, Heather Drury, Karen Mason, and Maridella Carter.
After Keri Skeeters provided information on reimbursement for expenses group members incur attending the meetings, handed out the reimbursement forms to the group members, and passed around the sign-in attendance sheet, Jill Noble said she had an issue to raise. Jill questioned the decision to cancel a meeting in February. Following that discussion, Jill asked who in the group had received communication from Speaker Diehl regarding membership on the work group. No one but Lou Ann Saighmann indicated that they had received communication from Speaker Diehl. The presence of Nick Kremer, appointed by Speaker Tim Jones in September 2014, was then questioned. Keri Skeeters indicated that the work group had voted in December that it would not recognize changes to the work group until there is an interpretation of the law by a Missouri court regarding the allowable procedure to change the make-up of the work group.
After additional discussion, Heather Drury read a statement outlining the decision of some of the group's members to separate from the rest of the group, form a minority group, and submit a minority group report. After some discussion which led to no resolution of the group's expressed concerns, the following individuals left to meet on their own at a location in the Capitol Building: Jill Noble, Heather Drury, Stacy Shore, Kasey Brzycki, and LouAnn Saighman. This smaller group indicated that they would be meeting on Monday, March 16 but would not be meeting on Tuesday, March 17.
The remaining members of the work group stayed and continued to work on the ELA standards (both Monday and Tuesday).
- When are the future meetings of the work group? Meetings are scheduled for April 16 and 17, 2015 and May 28 and 29, 2015.
- Is there anything this office can do to help the work group?

HB 1490 Work Group Update
December 2014

- Name of Group: 6-12 English Language Arts
- Name and email of the Chair of the work group: Keri Skeeters
- Email: keriskeeters@wentzville.k12.mo.us
- Name and email of the Secretary of the work group: N/A
- Unfilled spots in the work group: N/A
- Days and locations where the work group met: December 1, 2014 & December 2, 2014
- Did the work group bring in outside people to help: No
- Did the work group contact and ask opinions of outside people and who were those people:
No. We continue to consider the following sets of standards: current Missouri Learning Standards; Missouri GLE's/CLE's 2.0, Massachusetts 2001/2004; South Carolina 2008; Sandra Stotsky 2013
- What progress was made this month in the work group?
The work group has begun to draft standards for the reading literature strand we have identified. We are less than half way through this particular strand and we have 4 additional strands to complete.
- What problems did the work group have and how were they resolved?
The 6-12 ELA work group has encountered a number of obstacles. The more difficult obstacle we encountered during our December meetings was the Speaker's removal of one of our members and the disagreement this caused within the group.
The work group voted not to acknowledge changes to the make-up of the group, so we should be able to proceed in subsequent meetings.
- When are the future meetings of the work group? Meetings are scheduled for 1/12, 2/27, and 3/16 & 17
- Is there anything this office can do to help the work group?

Cite relevant, text-based evidence to demonstrate understanding and draw logical inferences

- Grades 11-12 Cite **relevant and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- Grades 9-10 Cite **relevant and thorough** textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Grade 8 Cite the textual evidence that **most strongly supports** an analysis of what the text says explicitly as well as inferences drawn from the text.
- Grade 7 Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Grade 6 Cite **textual evidence** to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine word meanings in context (literal and figurative)

Grade 11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
Grades 9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
Grade 8	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
Grade 7	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
Grade 6	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings

Summarize key details of the text and determine the theme(s) of a text

Grade 11-12 Determine two or more themes in a text, analyze their development throughout the text, and **relate the themes to human nature and the world; provide an objective and concise summary of the text.**

Grades 9-10 Determine two or more themes in a text, analyze their development throughout the text, and **relate the themes to life experiences; provide an objective and concise summary of the text.**

Grade 8 Determine the theme(s) of a text and analyze **its development over the course of a text; provide an objective summary of the text.**

Grade 7 Determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; **summarize the text distinct from personal opinions.**

Grade 6 Determine the theme(s) of a text and cite evidence of its development; summarize the text

Analyze how the overall structure, including visual elements, contributes to the meaning of a text

Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact

Grade 11-12

Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impacts the reader.

Grades 9 - 10

Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.

Grade 8

Analyze how a text's form or overall structure contributes to its meaning.

Grade 7

Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.

Grade 6

Analyze how narrative point of view and perspective contribute to meaning

- Grade 11-12 Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Grade 9-10 Analyze how points of view of characters or narrators reflect historical and cultural perspectives.
- Grade 8 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- Grade 7 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Grade 6 Explain how an author develops the point of view of the narrator or speaker in a text.

Analyze how tone, word choice, and syntax contribute to meaning

Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact

Grade 11-12

Analyze the cumulative impact of specific word choices and syntax on meaning and tone .
Analyze how specific word choices and sentence structures contribute to meaning and tone.

Grade 8

Grade 7

Analyze how specific word choices contribute to meaning and tone.

Grade 6

Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds (e.g. alliteration, assonance), contribute to meaning.

Analyze how the interaction of plot, setting, character and literary devices contribute to meaning

- Grade 11-12 Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- Grade 9-10 Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.
- Grade 8 Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.
- Grade 7 Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning
- Grade 6 Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Compare/contrast texts in different forms (media/interpretations)

- Grade 11-12 Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment
- Grade 9-10 Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.
- Grade 8 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors
- Grade 7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- Grade 6 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, noting how a performance impacts personal interpretation.

Explain relationships among texts of various genres that address similar themes/topics

- Grade 11-12 Analyze how two or more texts from the same period/culture or different periods/cultures address similar themes or topics.
- Grade 9-10 Explain how and why an author alludes to or transforms source material within his or her text.
- Grade 8 Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.
- Grade 7 Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.
- Grade 6 Compare and contrast texts in different genres that address similar themes or topics.

Analyze how the historical and/or cultural context informs the text

- Grade 11-12 Evaluate how an author's work reflects his or her historical/cultural perspective
- Grade 9-10 Analyze how different texts reflect the time period/culture or movement
- Grade 8 Themes and/or topics reflect the time period/culture
- Grade 7
- Grade 6 Characters/settings reflect the time period/culture

explain how themes or similar themes are developed in texts
Analyze texts to determine themes common to a particular time period/culture
Determine themes common to a particular time period/culture

Reading Literary Texts: Students will read and comprehend a variety of literary texts in print and nonprint formats appropriate for the grade level.

**Cluster #1: Comprehend and Interpret Text
(Approaching the Text as a Reader)**

- Cite relevant, text-based evidence to demonstrate understanding and draw logical inferences
- Determine word meanings in context (literal and figurative)
- Summarize key details of the text and determine the theme(s) of a text

**Cluster #2: Analyze Craft and Structure
(Approaching the Text as a Writer)**

- Analyze how the overall structure, including visual elements, contributes to the meaning of a text
- Analyze how narrative point of view and perspective contribute to meaning
- Analyze how tone, word choice, and syntax contribute to meaning
- Analyze how the interaction of plot, setting, character and literary devices contribute to meaning

**Cluster #3: Synthesize Ideas from Multiple Texts
(Approaching the Text as a Researcher)**

- Compare/contrast texts in different forms (media/interpretations)
- Explain relationships among texts of various genres that address similar themes/topics
- Analyze how the historical and/or cultural context informs the text

Reading Nonfiction Texts: Students will read and comprehend a variety of nonfiction texts in print and nonprint formats appropriate for the grade level.

**Cluster #1: Comprehend and Interpret Text
(Approaching the Text as a Reader)**

- Cite relevant, text-based evidence to demonstrate understanding and draw logical inferences
- Determine word meaning in context (including content-specific words, domain-specific words and jargon)
- Identify main idea or claim of a text and summarize key details of the text
- Interpret visual elements of text and draw conclusions from them (when applicable)

**Cluster #2: Analyze Craft and Structure
(Approaching the Text as a Writer)**

- Analyze how the structure of the text, including visual elements, contributes to meaning
- Analyze how author's point of view and purpose shape the content and style of a text
- Analyze how tone, word choice, syntax and rhetorical devices contribute to meaning
- Evaluate an author's reasoning for validity and logic as well as the credibility and relevance of the evidence

**Cluster #3: Synthesize Ideas from Multiple Texts
(Approaching the Text as a Researcher)**

- Compare/contrast texts in different formats and media
- Explain relationships among texts that address similar themes/topics
- Analyze how the historical and/or cultural context informs the text

**Mathematics K-5 Work Group Public Hearing Report
April 20, 2015**

The Work Groups (WGs) should expect to present, at a minimum, the following information in writing prior to the public hearing.

I. Statement of WG objective (specific to each WG)

Our goal is to develop and recommend elementary math standards.

II. Description of WG organization – Chair, Vice Chair, etc. and whether the WG is full

Chair: Lori Reynolds

Appointed By	Participant
Commissioner Of Higher Education	Ann McCoy
Governor's Office	Myra Collins
Lieutenant Governor's Office	*Awaiting Appointment
Missouri School Boards Association	Gerry Lee
President Pro Tempore Of The Senate	Hunter Weakley
President Pro Tempore Of The Senate	Janet Criddle
President Pro Tempore Of The Senate	James Shuls
President Pro Tempore Of The Senate (has never attended)	Michael Todd
Speaker Of The House Of Representatives (never attended)	Kimberly Bostic
Speaker Of The House Of Representatives	Brad Noel
Speaker Of The House Of Representatives	Caroline Perigo
Speaker Of The House Of Representatives	*Awaiting Appointment
State Board - Head Of Teacher Prep Program	Kurt Killion
State Board - Career And Tech Ed Student Organization	Marilyn Cannon
State Board - Professional Teacher Organization	Leslie Edwards
State Board - Statewide Coalition Of School Administrators	Lori Reynolds

III. Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed. This could include a consensus estimate of percent completion.

The elementary math work group has identified and labeled Kindergarten & 5th grade domains and have completed a draft of Kindergarten & 5th grade math standards.

There have been lots of issues. Besides the logistics, lack of draft structure, interpretations of the law, which resources we could or could not use, and cancellations of scheduled meetings due to members unable to attend, this process is frustrating. Writing academic standards is a difficult job that is next to impossible to complete within a year.

IV. Description of remaining steps to completion and the WG plan for completion

Our group has scheduled the following meetings:

May 1st, May 20th, May 26-27, June 2nd- 3rd, June 25th-26th. The group will begin work on the 1st grade math standards and continue through completion of all grade levels.

V. Identification of obstacles to overcome or tools/information required to assure success

The following questions have been pondered by several of our group:

- What assurance do we have as the elementary math work group that our standards will be considered?
- How will work between work groups be shared to assure continuity?
- Is there a prescribed public feedback time period once the new/revised standards are presented to the School Board?
- Who will take responsibility for taking our recommended standards into final form?
It would be beneficial for this structure to be similar across work groups

VI. Any other issues important to the particular work group

The members of our work group are extremely grateful for the retroactive reimbursement for our travel expenses and meals.

- Will reimbursement continue to be available for the rest of the time?
- What will the process be for reimbursement?

**Mathematics Secondary Work Group Public Hearing Report
April 20, 2015**

I. Objective

To develop and recommend a Grade 6-12 Mathematics set of standards that is best for all Missouri students.

II. Organization

Margaret Bangerter, Co-liaison
Tiffany Jones, Co-liaison
Cathy Battles, Facilitator
Anne Gassel, Note taker

Sixteen of seventeen positions are filled.

III. Progress Report

- The HB 1490 Work Group for Mathematics 6-12 met January 30, February 27 and March 23.
- Members have continued to review and discuss the following documents:
 - Curriculum Alignment Initiative (CAI)
 - Common Core State Standards for Mathematics (CCSSM)
 - Massachusetts Mathematics Curriculum Framework 2000
 - ACT College and Career Readiness Standards
 - NCTM Focal Points
 - Minnesota Math Standards
 - Georgia Proposed Mathematics Standards
 - South Carolina College- and Career- Ready Standards for Mathematics
- Four subgroups continue to work on a draft of the recommended standards. The groups are 6-8 Math, Algebra I, geometry, Algebra II. The work of each group is brought back, reviewed and discussed at each meeting.
- In January, 12 of the appointed 16 members were in attendance. Two members joined part of the meeting via conference call.
 - All members reviewed the work of the 6-8 subgroup and then reviewed the previous work that had been done on the Algebra I standards. Notes of needed changes were made.
 - There was additional discussion of Algebra II standards.
- In February, 15 of the appointed 16 members were in attendance.
 - Members finished review of standards for probability and statistics. Discussion focused on which of these standards would best fit which course.
 - Geometry standards were reviewed and discussed. Comments for change were noted.
 - A considerable amount of time was spent trying to decide if, how and when to obtain feedback on our draft of proposed standards. No decision was made.

- In March, 12 of the appointed 16 members were in attendance.
 - Discussion continued on what electronic tool and what criteria to use for gathering data and comments on a draft of the proposed standards. The plan is to have a survey available online early in June.
 - Additional work involved reviewing a possible template to be used for organization of the proposed standards, a review of and rationale for including the mathematical practices, and possible suggestions for standards to be included in a “beyond” Algebra II course.
- We estimate 50-60% of the Work Group’s work may be done.
- No consensus has been reached on the work of the subgroups, nor any draft documents.

IV. Remaining Steps

- The group decided on future meeting dates to be May 26-27, July 9-10, August 21 and September 25.
- Post our draft documents. Obtain input and review feedback for proposed set of standards.
- Reach consensus of standards to recommend by October 1, 2015.

V. Obstacles

- Having a universal template for organization of recommended standards. Much time has been spent to decide on a way to present our work so that is focused and coherent, with clarity and ease of use.
- Due to the independent work of each group, meeting dates do not coincide. There is no way to have the opportunity to collaborate with the other work groups.

VI. Other issues

- Having an agreed upon time to meet and collaborate with the K-5 Math Work Group. Concerned about vertical alignment K-12 of the proposed standards. Have not been able to find a meeting date for the two groups that coincide.
- Collaboration among all Work Groups is needed for coherence of the recommended standards
- Formulation of a plan for the next steps – roll out to Districts, implementation and assessment timeline, with guarantee that time will be protected (without continuous changes every two years) to see results of the adopted Missouri Learning Standards to reach the Top 10 by 20.

Science K-5 Work Group Public Hearing Report
April 20, 2015

I. Name and E-mail of Chair of Work Group:

- Perry D. Dunkeson: pdunkeson@knobnoster.k12.mo.us
- Vice Chair: Alexandra Salsman: Alexandra.Salsman@gmail.com
- Note taker: Jan VanGilder jan@southwestcenter.org

II. Unfilled spots in WG:

- Speaker of the House of Representatives, State Board/Career and Tech Ed Student organization and Speaker of the House of Representatives
- No shows: Ikie Bonebrake (Stateboard Head Teacher Prep), Kelly Baldwin, Stan Seiler (Resigned), Chris Ries (Formally Resigned), Alexandra Salsman, Jamie Shaver

III. Day and Location of where WG met:

- March 27-28 Gov. Building Rm- Conference

IV. Did the WG bring in outside people to help? Yes

V. Did the WG contact and ask opinions of outside people? Yes

VI. Who were those people? Jan VanGilder our Note Taker

VII. Progress report describing consensus of the WG regarding what has been accomplished?

- Reviewed, revised, and increased rigor of current K-5 Grade Level Expectations and compared them to NGSS. (Next Generation Science Standards)
- Continued a professional collaborative culture that encourages open discussion and participation from all members. This is a great group of people working so hard for Missouri students.
- Work Group Objective: Create a document that expresses what we want students to know and be able to do as members of a 21st century society and that will be user friendly for all stakeholders.
- Work group worked towards creating a scope and sequence that would lend itself to an easy transition from Elem. to Middle grades. We are blending the best of Missouri's Current GLE's with the NGSS document to truly cover all bases.

VIII. Estimation of % completion: about 65%

IX. Remaining issues to be addressed and the WG plan for completion:

Finish content scope and sequence and compare it to NGSS looking for holes or gaps .

- Identify assessable standards
- Consider vertical alignment with Secondary Science WG
- Complete construction of new alignment document
- Work towards creating an Electronic Version for open review by others.

X. Identification of obstacles/problems to overcome or tools/information required to assure success: None at this time!

XI. Future Meetings:

- May 6th 9-4
- May 7th 8-12

XII. Any other issues that are important to this WG: We are still short the appropriate number of members according to HB1490

Science Secondary Work Group Public Hearing Report April 20, 2015

1. **Name of Group:** Secondary Science
2. **Name and email of the Chair of the work group:**
Clara Bennion (cbennion@camdentonschools.org) – Chair
Kimberly Benz (kbenzco@gmail.com) – Vice Chair
3. **Name and email of the Secretary of the work group:** n/a
4. **Unfilled spots in the work group:**
 - i. Scott Goldstein – appointed by MSBA
 - ii. Empty spot – appointed by Speaker
 - iii. Troy Sadler – appointed by State Board – Head of Teacher Prep Program

Our group received a few new appointees as of the February and April meetings but the online list of appointees is no longer on the DESE site to compare to. Therefore, we are now unaware of what is still open or who we need to contact. Could the appointees list please be put back online with these new additions?
5. **Days and locations where the work group met:**

Thursday, January 15, 2015 @ the Governor’s Office Building Room 470
Thursday, February 26, 2015 @ the Governor’s Office Building Room 315
Thursday, April 9, 2015 @ the Governor’s Office Building Room 316
6. **Did the work group bring in outside people to help:** No
7. **Did the work group contact and ask opinions of outside people and who were those people:**

Yes, over the month of February, we distributed a survey for educators and residents of Missouri.
8. **What progress was made this month in the work group?**

January: -Finalized survey and approved for distribution
 -Reviewed the grade bands and expectations.

February: -Group began around 9:30 am.
 -Reviewed survey data from the survey distributed in February.
 -Discussed how to use the survey data. It was determined that we would use the data as a guide for standard wording, but would also consider the Massachusetts and South Carolina standards.
 -Broke into two small groups to review the standards for High School Life Science and High School Physical Science.

April: -Group began 9:30
 -Continued in small groups and reviewed the standards for Middle School Physical Science and Middle School Life Science.
 -Developed plans for our next meetings going forward into the summer.
9. **What problems did the work group have and how were they resolved?** As questions arose about verbiage within the small groups, the other small group was consulted for their opinion. Some standards were tabled until further discussion can be had with the large group.

10. When are the future meetings of the work group?

May 16 – space to be determined by MSBA

11. Is there anything this office can do to help the work group?

- a. Thank you for the financial backing for mileage, food, substitute cost, and lodging for educators and parents
- b. Lack of a complete workgroup with no contact information for missing members
 - i. Have they been contacted?
 - ii. Can you provide an update on their status?
 - iii. Will the appointing body please contact these people or appoint new members?
 - iv. Please put list of appointees online or make the list available to our chairpersons.

**Social Studies K-5 Work Group Public Hearing Report
April 20, 2015**

The Work Groups (WGs) should expect to present, at a minimum, the following information in writing prior to the public hearing.

I. Statement of WG objective (specific to each WG)

The goal of the K – 5 SS WG is to amend, modify, decrease, and/or augment our current K – 5 SS GLE’s to reflect a set of grade level expectations that all Missouri students should be able to know, understand, and do. We are using the current standards as a starting place and using the expertise found within the workgroup, other state’s standards, and the NCSS’ documents to help guide us in this process. Currently we have written a statement loosely based off of NCSS regarding our vision of the teaching of the social studies in K – 5: The primary purpose of elementary social studies in the state of Missouri is to help young people gain fundamental understanding of the founding events and documents of our country, so that they can make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world (draft).

II. Description of WG organization – Chair, Vice Chair, etc. and whether the WG is full

The workgroup has one position that is not filled. There are some committee members that have not been active although appointed. During the winter and early spring months, weather made it a challenge for all group members to meet. The committee uses a Google document that group members can follow as we meet. It updates live and allows for live comments as well.

Organization: Chair—Craig Carson, Ed.D., from Ozark R-VI Schools; Vice Chair—Patrick Fisher, from Rockwood School District

III. Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed. This could include a consensus estimate of percent completion.

The workgroup has dates to meet through June and then starting up again in August. The workgroup has 4 of 7 strands of K – 5 social studies complete.

Working Draft - Incomplete Strands	Working Draft - Complete Strands
1. Knowledge of the principles expressed in documents shaping republic in the United States	3. Knowledge of continuity and change in the history of Missouri and the United States
2. Knowledge of principles and processes of governance systems	4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment
	7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

Our consensus goal is to be complete by the October deadline.

IV. Description of remaining steps to completion and the WG plan for completion

We will meet in April, May, and June for 2 days each. The goal of the workgroup is to finish a strand per session. August and September will be for revisions and glossary. The workgroup will also meet with the secondary group to make sure there is an alignment. The August and September meetings will either be 3 meetings of 2 days or 2 meetings of 3 days. The consensus of the group is that we will probably need 6 days.

V. Identification of obstacles to overcome or tools/information required to assure success

We appreciate the state board of education and the general assembly making arrangements for group members' travel costs reimbursements. Working in this group is a privilege, but it is a nice blessing to recover some of the lost finances.

Further direction from the SBOE for October

If the state Board of Education would give a better delineation of how it plans to receive these documents, then the workgroup could do a better job crafting the final meetings to prepare a product that will be aligned to the vision of the board.

VI. Any other issues important to the particular work group

SS K – 5 has been fortunate to be graced with members who respect one another, work together cooperatively, and share a common vision for social studies' excellence in the state of Missouri. We would ask that if there were pieces of the standards that are not complete by October that the SBOE would consider giving another month or so to create a "teacher-friendly" version of the standards. Teachers want to do the right thing, and the experts all talk about having a guaranteed and viable curriculum. This committee feels that making the standards into a teacher-friendly document will help teachers adapt to the changes; realign curriculum, assessment, and instruction; and assist in helping the smaller districts with fewer resources to write local curriculum (where individual teachers are required to write for their particular classrooms).

Social Studies Secondary Work Group Public Hearing Report April 20, 2015

The Work Groups (WGs) should expect to present, at a minimum, the following information in writing prior to the public hearing.

I. Statement of WG objective (specific to each WG)

As the Secondary Social Studies Workgroup first met, it lacked a clear objective. HB 1940 didn't impact Social Studies the way it did ELA, Math or even Science as the state had not revised Social Studies standards since [September, 2007](#). The group reviewed these current standards as well as documents from other states (Massachusetts, California, Ohio) and determined that the objective of the group should be to improve the Missouri standards in specific ways. *First*, it was clear that the organization of the document is not friendly to any audience. The vertical orientation of the document spreads a single grade span over 27 pages or more. *Second*, the group felt that the standards needed a greater degree of specificity. As a result we have worked to place standards in context without reducing them to lists of things to know. *Finally*, the group felt strongly that Missouri Social Studies standards should embrace a solid set of skills that involve critical thinking, problem solving, and engaged citizenship. Our work has been to take these objectives and apply them to individual grade levels.

II. Description of WG organization – Chair, Vice Chair, etc. and whether the WG is full

The chair initially chosen by the group (Steve Pryor) resigned after our first set of meetings. At our October meeting, Brian Schultz was chosen as the chair. Wendy Rogers has served as group secretary and the group has not selected a vice chair. Two additional appointments were recently made (from MSBA and Speaker of the House) so the group is well represented. We lack one parent member who has never responded to invitations or attended a meeting.

III. Progress report describing consensus of the WG regarding what has been accomplished and the remaining issues to be addressed. This could include a consensus estimate of percent completion.

As previously mentioned, the group had to take time to determine what its goal should actually be. Since this was determined, the group has worked efficiently to examine and revise one grade level at a time. *Of the six courses levels we are responsible for, the group has completed and approved a draft for two courses and are currently working on the third.* The group is generally completing one grade level each meeting. At this pace the group needs 5-6 working days to finish these drafts. The group also intends to add supplemental material (explaining organization, philosophy and purpose) and revisiting previous work for errors.

IV. Description of remaining steps to completion and the WG plan for completion.

The group has scheduled four additional days to meet this spring, hoping to meet at least one additional day over the summer. These dates should be sufficient to complete drafts for each course/grade level. The group will need to reconvene in the fall to complete additional steps: revision, editing, and formatting.

V. Identification of obstacles to overcome or tools/information required to assure success

It has been stated several times that there should be alignment between K-5 and 6-12 workgroups in each subject area. It is possible that the organizational template developed by the Secondary group might be used by elementary as well. It is also possible that these documents look a bit different. The chairs of both groups have been in communication and are doing what is reasonably possible to align these documents.

Other than that, the work group has developed a congenial, productive and safe working environment. The group feels good about its progress and is trying to balance the need to finish on time with doing quality work that will benefit Missouri students.

VI. Any other issues important to the particular work group

It is not clear how the standards developed by the group will actually be coded and organized in a final document. Assuming the new standards are approved by the State Board, it would be helpful to engage the chair and other members of the group in a collaborative discussion regarding the final formatting, coding, and publishing of the document. There are many good minds in the group who would be willing to help with this.

Finally, it should be noted that Social Studies has taken a large role in the national dialogue. There are strong opinions about what the subject should do and not do for students. This work group has tried to stay out of this debate by focusing on the skills and concepts that students need to know to be engaged and informed citizens. Unlike some state standards, we have avoided creating value statements or standards that require certain pieces of discrete knowledge. It is hoped that audiences reviewing our work notice and imagine the hard conversations that occurred to develop the organizational framework and each statement in it. On behalf of the group, the chair thanks the members for their dedication and commitment to creating a document that could significantly improve instruction for Missouri students.