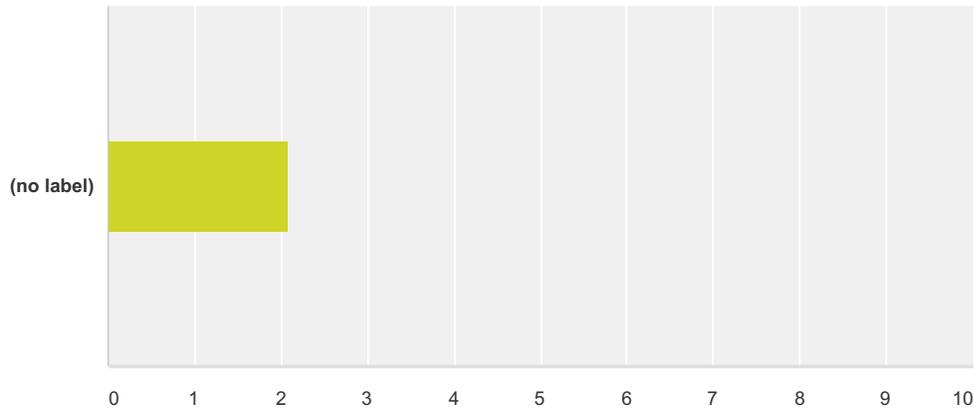


Reading Literary Texts

Q3 The standards in this strand are developmentally appropriate.

Answered: 147 Skipped: 336



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	40.14% 59	22.45% 33	25.85% 38	11.56% 17	147	2.09

#	Suggested revisions for standards:	Date
1	It's hard to tell if these are developmentally appropriate because there is not much detail or direction. Almost each standard from grades 6-12 are almost identical except for a few varying verbs.	12/3/2015 11:57 AM
2	Generally speaking, the level of analysis dictated by the standards is appropriate (since they closely follow the framework of our current Missouri Learning Standards). However, there has been a clear omission of the phrase "complex texts." We do ourselves and our students no favors by "dumbing down" the level of texts they should be reading. The problem was never complex texts - simply the instruction and scaffolding around the texts. Who will determine "appropriate for grade level"? Complex texts - as defined by the CCSS - were designed to match and then challenge students, meaning the existing framework around "developmentally appropriate" IS appropriate. There should be mention of complex texts.	12/2/2015 2:44 PM
3	There is no differentiation among the standards. Teachers will not know at what grade level certain literary forms, techniques, inference skills, word meanings, etc. should be introduced, reinforced, and mastered.	12/2/2015 10:52 AM
4	Be more specific like the GLEs	12/2/2015 8:37 AM
5	Students are capable of more than is stated in these proposed standards. See specific suggestions below.	12/1/2015 2:35 PM
6	RL.8.8- It would be nice to know which literary elements are needing to be taught at each grade level. The standard is vague to know which ones need to be introduced. RL.10.8- It's hard to teach themes from traditional texts when you don't have a baseline traditional story to pull from. Suggested texts to pair with contemporary texts would be nice. What specific traditional texts should the students read in 8th grade that will go with contemporary texts and vice versa. In other words, which texts are considered the classics and which texts are considered contemporary? Should we go back to teaching mythology?	11/30/2015 4:24 PM
7	The term "literary elements" is very vague. It would be nice to know which elements each grade level is responsible for teaching/reteaching.	11/30/2015 4:19 PM
8	Specifics would help clarify some of the standards, specifically with visual texts.	11/30/2015 4:18 PM
9	RL.4.9-10 asks students to relate the themes to life experiences and that may be hard for certain children depending on their home life and where that has taken them.	11/30/2015 4:12 PM

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10	R.L.3 - There should be clarification on this standard at each level if the visual element is pertaining to nonfiction, creative writing, art, and/or infographic.	11/30/2015 4:05 PM
11	See Overall Comments	11/30/2015 2:17 PM
12		11/30/2015 2:15 PM
13	Please read comments below	11/30/2015 2:14 PM
14	See Overall Comments	11/30/2015 2:13 PM
15	See below	11/30/2015 2:13 PM
16	Some of the standards are not testable.	11/30/2015 1:41 PM
17	In the proposed standards, for grades 6-12, there is too many standards for reading and the focus should be more on reading to analyze text. Adding additional standards for reading seems redundant and are implied in the standards existing about reading analysis. What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases.	11/30/2015 1:19 PM
18	The standards given for sixth grade reading literary texts are developmentally inappropriate based on the standards given at the fifth grade level.	11/30/2015 9:49 AM
19	The expectations seem to be the same at every grade level without developing.	11/30/2015 9:32 AM
20	more specific skills listed for expectations especially at 6th - 9th grade levels	11/30/2015 9:20 AM
21	No revisions recommended.	11/24/2015 7:33 AM
22	I am very concerned about the fact that the numbering system with the new standards does not match up with what we have been using. The new "standard 2" is not the same or similar to the prior "standard 2". This creates a tremendous amount of work for teachers who have worked so hard to align their curriculum to the CCSS.	11/24/2015 6:41 AM
23	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are developmentally appropriate and have worked well for our students, and we do not want to change them.	11/23/2015 3:15 PM
24	The current standards are developmentally appropriate. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
25	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students and we do not want to change them. The current standards are developmentally appropriate.	11/23/2015 3:13 PM
26	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. The current Missouri Learning Standards are developmentally appropriate as they are.	11/23/2015 3:13 PM
27	Developmentally appropriate yes but too generic. How are these standards assessed? Did you even look at what K-5 standards looked like?	11/23/2015 11:38 AM

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28	<p>RL.1.11- 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. "Relevant" should be re-replaced by "Strong." Relevance is a broad idea that more or less means the evidence fits the argument. "Strong" not only implies relevances but also evaluates the evidence being chosen on a more comprehensive basis. RL.2.11-12 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. This sounds fine, but I would also add to "Analyze the impact of specific word choices." RL.3.11-12 Interpret visual elements of a text and draw conclusions from them (when applicable). The term 'visual' is limiting. 'Sensory' elements would be more applicable since it captures not just visual elements, but other details as well. RL.4.11-12 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. The last part of this standard is too specific. CC said it better with "...analyze their development over the course of the text, including how they interact and build on one another to produce a complex account." An example of this would be Catcher in the Rye, topics such as Childhood, Adulthood, Phoniness. Students could determine themes based on these ideas and during the course of the discussion, human nature will inevitably come up, but their complexity is what is more applicable. It's precisely how they are complexly weaved into the narrative that gives the text part of its impact. Additionally, 'concise' was a good addition. RL.6.11-12 Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (e.g., satire, sarcasm, irony, or understatement). Again, this is too specific. This is more or less examining a small aspect of point of view. I would change it to something like "Analyze how the impact of point of view (e.g., first-person, third-person) and tense (e.g., present, past, future) affect our understanding of a text, including a case where... (add original standard here). As it is, the original standard only encompasses one aspect of point of view, and it doesn't discuss tense, which is just as much of a choice in writing as point of view. For example, how does a first-person present tense story differ from a typical 3rd person objective past tense in terms of what information is communicated to the reader. This would allow for broader and more complex aspects to be brought into the conversation. My concern is that also, teachers, who may not be familiar with such conventions, would not know what they were leaving out. This way, it at least allows teachers to see the options and determine what best meets the needs of their students. RL.9.11-12 Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment. Again, 'two' is too specific. I would change it to "various" The obvious and time-friendly choice would be to only examine two, (e.g., reading Hamlet and then watch a film adaptation) but there are a lot of potential adaptations for some texts that could be used (e.g., the various film versions of Hamlet, Rosencrantz and Guildenstern are dead, any modern reference of the 'To be or not to be' soliloquy). This opens it up to be more comprehensive.</p>	11/21/2015 7:59 AM
29	<p>Some/most of these are unbelievably vague, such as "how particular elements of a story or drama interact" and many of these are too specific to be in a strand: "Analyze how an author develops and contrasts the points of view of different characters or narrators in a text". "By the end of the year, read and comprehend . . . in the grades 6-8 complexity band proficiently with scaffolding as needed at the high end of the range." I have 2 bachelor's and a master's degree and a 135 IQ and I have no idea what this means.</p>	11/20/2015 2:23 PM
30	<p>Do not make the assumption that all students have access to multiple media resources or computers. We are very limited in technology and cannot provide this for each student. The standards need to apply to every student and not set students up for failure due to the lack of technology.</p>	11/20/2015 1:59 PM
31	<p>The new standards may be a little to concise and may need to be spelled out a little more.</p>	11/20/2015 10:46 AM
32	<p>Standards should not be rewritten. They should be scrapped entirely and the Missouri Learning Standards based upon the Common Core Standards should be kept in place. These standards have made our teachers better teachers and our students better readers as evidenced by our test scores, new curriculum and the text complexity that students can now independently decode.</p>	11/20/2015 10:35 AM
33	<p>There are many instances where the standards have no variation and are repeated at every grade level. This causes issues for teachers in creating repeated activities or even worse, they assume someone else has taught it at a different grade level and they don't see it as essential at all.</p>	11/19/2015 2:09 PM
34	<p>The proposed standards should not be rewritten; they should be completely scrapped. The Missouri Learning Standards, aka, the Common Core, helped us to write a challenging, far reaching curriculum which has transformed our school culture to one of true learning and critical thinking. The proposed standards are flimsy and basic and will cause us to regress after so much hard work and progress.</p>	11/19/2015 2:04 PM
35	<p>RL.5.7 and RL.5.8 seem pretty similar. I am not sure if students will be able to see a difference between analyzing the form and why that form was chosen at this grade level. This deeper analysis seems like a better fit for high school ELA.</p>	11/19/2015 8:24 AM
36	<p>I think the current MLS current standards in the entire ELA crosswalk provides more detail and guidance. When you novice teachers I think they are more comfortable with the greater detail in the outline of what to teach,</p>	11/18/2015 4:36 PM
37	<p>RL.3.6 Interpret visual elements of a text and draw conclusions from them (when applicable) This is confusing. I am unsure of what a visual element is. Is it imagery written into text, or is it a 2 or 3 dimensional image (art)? If it is art, very few 6th grade level novels have artwork.</p>	11/18/2015 9:35 AM

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38	Clarification of what a visual element is would be helpful.RL3.6 and RI3.6	11/18/2015 9:20 AM
39	Clarification on RL.3.6 and RI.3.6 as to what a "visual element" is	11/18/2015 9:20 AM
40	RL 3.6: This standard is vague. Please explain what is meant by visual element. RL 5.6: Contributes to meaning is very broad. Where in the previous standard the development of the theme, setting, plot seem much more specific. If you are still evaluating on those things they need to be in the standards. RL 7.6: Are we adding assonance? The standard is much more vague than previous standard. Connotative meaning is no longer listed.	11/18/2015 9:18 AM
41	On the 6th grade level, the language needs to reflect a range of acceptable responses when it comes to determining a theme. Some are still very elementary in this grade.	11/18/2015 9:18 AM
42	There is a general lack of specificity in the rewritten standards resulting in a loss of rigor. The original standards begin in grade 6 with a specific goal and build on it, while often the rewrite simply inserts the same standard over and over. They aren't developmentally appropriate because they don't change. There is no clear difference in expectations.	11/17/2015 3:46 PM
43	RL.2 at all levels are worded exactly the same. There is no "development" over the grade levels.	11/17/2015 12:15 PM
44	ELA RL.4.8 & RI.4.8 Theme and Summary need to be separate because you are assessing two different things.	11/17/2015 11:24 AM
45	I find it concerning that several of the standards are verbatim throughout 6-12 grades. How do we expect students to develop skills if they're expected to maintain and not further develop the same skill? I understand increased text complexity, however, how are we guaranteeing that text complexity across the state is comparable?	11/16/2015 8:52 AM
46	I think it would be very helpful to format the standards in the same way in K-5 and 6-12.	11/15/2015 7:19 PM
47		11/13/2015 1:56 PM
48	1.8: weird that inferences are coupled with citing textual evidence 3.8: what are visual elements? 4.8: theme/objective summary together? RL5.8: author's choice? RL6.8: point of view paired with dramatic irony?	11/13/2015 10:37 AM
49	Specify a scope and sequence for RL.2, R.L.3	11/12/2015 11:13 AM
50	I think the standards lean very heavily toward fiction with little explicit attention to poetry, its rhythm, rhyme, compression, and musicality. The standards also refer a lot to analysis of meaning without any attention to appreciation and the value the literary as art. I think the standards should acknowledge that we want students to become life-long readers of literature because of the pleasure of reading and rewards of reading. The standards might at least ask that students learn habits of self-awareness, reflection, cultural understanding, and appraisal of one's values by reading challenging and evocative literary works.	11/11/2015 5:04 PM
51	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
52	I 't feel don't feel some of the standards even needed to change. For instance, the numbers may be the same as they were but renumbered. RL3 is different but is it even necessary as an inference which would have been in RL1?	11/10/2015 4:10 PM
53	I don't understand why we needed the new ones like RL 3 and RL 11. I feel like with RL 3 I can cover this concept under other standards like RL 1. The MO Learning Standards are clear, concise and developmentally appropriate. Since these standards seem to mirror the old ones, why bother to renumber them, you are just causing more unnecessary work.	11/10/2015 4:07 PM
54	The standards would be improved if we omit RL.3; this seems too simplistic and can be covered with other standards. RL.11 is also not necessary. I have been using the Missouri Learning Standards in my classroom for the past several years, and I think they were strong in ELA to begin with. RL.3 and RL.11 are not needed!	11/10/2015 4:07 PM
55	Don't feel we need the proposed RL.3 and RL.11--they are often covered under the other standards when using multiple genres. In addition, after working with the MO Learning Standards the past three years, they are clear, concise, and developmentally appropriate. Why bother renumbering? It'll only cause districts additional work when are current standards are effective.	11/10/2015 4:00 PM
56	I'm not clear on RL. 3 and RL. 11. I'm not sure why we need them. I feel like I already cover these standards when I use a variety of texts. This seems like adding additional standards that are not needed.	11/10/2015 4:00 PM
57	Many standards are repeated across multiple grade levels. What is the threshold of growth? How will we measure that? There is no clear picture of what success looks like at each grade level.	11/9/2015 11:52 AM
58	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:34 AM

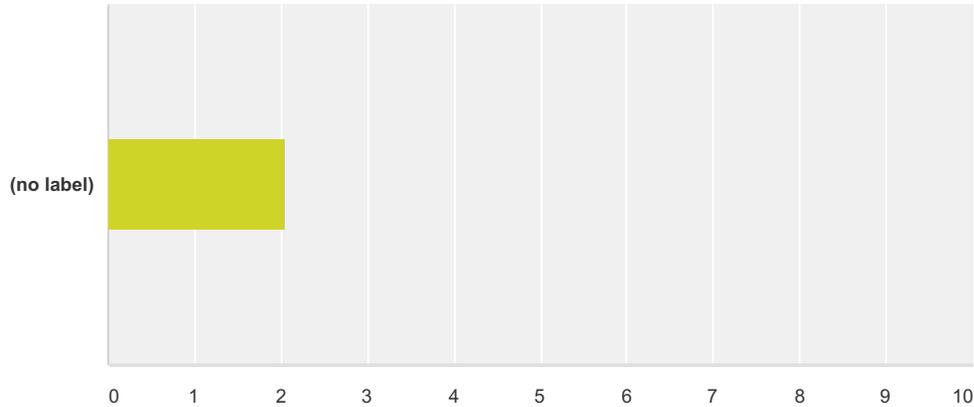
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59	The standards are not easily understood as to what important areas are to be taught to meet the standard. There is no specific academic vocabulary or specific ending goals.	11/9/2015 11:29 AM
60	Academic vocabulary has to be added to create a common expectation across grade levels, schools, and districts.	11/9/2015 11:27 AM
61	Academic vocabulary HAS to be added to the standards or teachers will be left to guess what they should teach within the strand and possibly unwrap the standards in a way that will have a negative impact on student learning. For example: The proposed standard is: Interpret visual elements of a text and draw conclusions from them (when applicable). No where does the standard say what this looks like. Does this mean text features? Infographics? How will a teacher know what to assess? Clarity is needed.	11/9/2015 11:26 AM
62	The standards are too vague to be developmentally appropriate due to a lack of actual known learning targets.	11/9/2015 11:23 AM
63	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
64	This appears to be a less professional/academic/rigorous/smart version of CCSS. Strands are oversimplified. It appears the committee simply copied and pasted the current standards which they were able to understand. Please leave the standards as they currently exist in full form CCSS.	10/30/2015 3:26 PM
65	Is this really a joke? There is no alignment K-12, no teachers were on this particular committee, and it looks like they just cut and pasted things from common core. There is no differentiation between the broken down levels of each standard, they simply cut and pasted the same things. For example RI.2. As an instructional coach, this is the poorest example of standards I have ever seen. They completely left out technical reading and writing.	10/30/2015 9:47 AM
66	RL1.11-12 is so wordy that the meaning is unclear and redundant. RL2.6-12- the wording is exactly the same. It would be helpful to break it down into different grade levels. What types of figurative language do we want them to know in each grade? There should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials. RL3.6-12- the wording is exactly the same. It should read "text features" instead of "visual elements" and there should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials for each grade. RL4.11-12 and 9-10 should each be rewritten into two standards each. It's too much for one standard; summarizing should not be in the same standard as theme. RL5.9-10- "impacts the reader" seems vague. What, specifically, do we want students to do? RL8.11-12- the wording is so vague that I am not sure exactly what the standard is supposed to be (what "elements"?) RL8.8 is more complex than RL8 9-10. Consider switching the two. RL10 11-12 and RL10 9-10-- consider switching the two. 9-10 is more complex than 11-12 RL11 9-10 is more complex than RL 11-12. Consider switching the two	10/28/2015 5:08 PM
67	RL.11--Analyze how historical and/or cultural contexts inform the text. Is this necessary to include?	10/27/2015 9:34 AM

Reading Literary Texts

Q4 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 140 Skipped: 343



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	44.29% 62	18.57% 26	25.00% 35	12.14% 17	140	2.05

#	Suggested revisions for standards:	Date
1	Please follow the example of grades K-5 and provide explicit, clear details and examples of how to address these standards.	12/3/2015 11:57 AM
2	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. In many cases, attempts to "stair step" skill sets at each grade level feel contrived. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
3	There is no differentiation among the standards. Teachers will not know at what grade level certain literary forms, techniques, inference skills, word meanings, etc. should be introduced, reinforced, and mastered.	12/2/2015 10:52 AM
4	Be more specific like the GLEs	12/2/2015 8:37 AM
5	The standards are not varied and detailed enough across the 6 grade levels. For example, dramatic irony is specifically mentioned in the 8th grade learning standard but never brought up again until the 11th/12th grade. What about situational and verbal irony, are there specific grades that they are supposed to be introduced or is that supposed to be common sense?	12/1/2015 3:25 PM
6	Standards are not varied and detailed enough across the six grade levels. For example, dramatic irony is specifically mentioned in the eighth grade learning standard but verbal irony and situational irony are not specifically included.	12/1/2015 3:09 PM
7	There is not coordination between the K-5 standard document and the 6-12 standard document. This is of GRAVE concern. A complete rewrite is required to align the two groups (not because 6-12 is inappropriate...)	12/1/2015 2:35 PM
8	RL& RI Standard 2 and Standard 3 do not show a learning progression from 6-12 as seen in RL & RI Standard 1.	12/1/2015 9:11 AM
9	RL.3 is confusing to me... not very many literary texts have visual elements - unless you are talking about graphic novels, films etc. The difference should be specified.	11/30/2015 5:57 PM
10	Often the examples that were taken out of the current standards would be very helpful in the revised edition. This could help both teachers and parents.	11/30/2015 4:12 PM
11	See Overall Comments	11/30/2015 2:17 PM
12	Please read comments below	11/30/2015 2:14 PM

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13	See Overall Comments	11/30/2015 2:13 PM
14	See below	11/30/2015 2:13 PM
15	RL.2 and RL.3 do not have a developmental progression and expectation of growth.	11/30/2015 1:41 PM
16	RL3 and RI3 - The standard proposed is the same from 6-12 and is too vague. There is no differentiation and not thought to rigor included in the proposed standard. Could this be combined with another standard since the point By separating word choice from determining meaning (RL 2 and RL7) it takes away the articulation as standards move through the grade levels. RL11 and RI11 as proposed are too vague and seem to be pulled from RL10 and RI10. RL10 to "explain relationships among texts of various genres that address similar themes/topics" is where the RL strand "analyze how historical and/or cultural contexts inform the text" should be included. I do not understand why the additional strand needed to be created, especially since the 11 strand is too vague. The current MLS is a better option than the proposed. By separating word choice from determining meaning (RL 2 and RL7) it takes away the articulation as standards move through the grade levels WR1.6 through 12 - add back in the current language to include "short as well as more sustained research projects" example for grades 11-12: "conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem: gather multiple relevant, credible sources. print, digital; integrate information using a standard citation system."	11/30/2015 1:19 PM
17	The standards within the 6-12 levels lack coherency between grade levels and are at times too narrowly focused. For example, RL.6.8 has students focusing only on dramatic irony as the only means of teaching meaning through narrative point of view.	11/30/2015 9:49 AM
18	It's coherent but not distinctive on each grade level.	11/30/2015 9:32 AM
19	standards need to be more explicit in terminology and again more specific skills listed at 6th - 9th grade levels	11/30/2015 9:20 AM
20	I appreciate seeing the transgression of the standard. It appropriately follows students capabilities.	11/24/2015 7:33 AM
21	RL.3 is not necessary because we already address this with other current standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are appropriately coherent. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:15 PM
22	The current standards are coherent. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
23	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students and we do not want to change them. The current standards are coherent as they are.	11/23/2015 3:13 PM
24	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. The current Missouri Learning Standards are coherent as they are.	11/23/2015 3:13 PM
25	Yes, in most cases I can follow the path with only minor changes - looks like Common Core, but how will they be assessed? Again, no details.	11/23/2015 11:38 AM
26	Honestly, I teach 11-12 English and really only feel qualified to judge what is appropriate for that grade level. Additionally, I would need a lot more time to analyze the strand. Based on what I have seen in my strand so far, I would say there may be a need for more alignment if the above changes are made.	11/21/2015 7:59 AM
27	If by coherent you mean they are equally confusing and without direction, then sure.	11/20/2015 2:23 PM
28	This question appears to be an absolute joke. RL.2 .6 through RL 2. 11-12 --" meaning of words and phrases as they are used in the text, including figurative and connotative meanings"-- are THE SAME. Cut and paste, cut and paste, cut and paste. There is no scaffolding of skills for teachers or students. These standards look as if they were written in five minutes. Don't we owe our students more than this?	11/20/2015 10:35 AM
29	In an attempt to "simplify", so much has been left out and therefore, it lacks coherency.	11/19/2015 2:09 PM
30	The proposed standards in this strand do not build upon one another. The current Missouri Learning Standards introduce what aspects of each standard should be introduced each year, so that students acquire true scaffolding to build skills and knowledge base. Please do not take this away and replace it with strands that look as if they were "written" in five minutes. Don't we owe our students more than this? Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 2:04 PM
31	The strand for RL.4 seems to add the word concise from 8th grade and beyond. The summary should be concise throughout all grade levels. It seems the word was just added to have something different in the progression. Also, I would have liked to see some progression take place with RL.2. Nothing changes in any of the grade levels.	11/19/2015 8:24 AM

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32	It doesn't appear to increase in rigor over the 5 grade levels covered, other than the fact that the readability level will increase.	11/18/2015 9:35 AM
33	same as above	11/18/2015 9:20 AM
34	Same clarification needed as noted above	11/18/2015 9:20 AM
35	What's a visual element? Where is the glossary of terms? There is a lack of academic language used in the rewrite: RL7 is redundant and does not supply examples or clear expectations.	11/17/2015 3:46 PM
36	RL.2 at all levels are worded exactly the same. They are too vague. The current MLS has more of a breakdown from grade level to grade level with what should be covered specifically for that grade. The proposed it too broad. RL. 5 is similar. I feel like RL.5.7 and RL.5.8 are confusing. What is exactly meant by a text's form?	11/17/2015 12:15 PM
37	Most of the standards are generally the same from 6th grade to 12th grade; only the verbs change, but often the verbs combined with the rest of the language mean the same thing. For example, RL 4.9-10 and RL 4-11 have a progression from themes to life experiences, leaving discussions about human nature for the 11th - 12th grade level. The distinction between life experiences and human nature is unclear-- is talking about human nature really more advanced than talking about life experiences?	11/13/2015 2:02 PM
38	The original requirements are guideposts with examples. With the massive turnover in our profession, is it wise to become more general?	11/13/2015 1:57 PM
39	Standards are worded similarly, but with change in DOK words.	11/13/2015 1:52 PM
40	Specify a scope and sequence for RL.2, RL3	11/12/2015 11:13 AM
41	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
42	The standards do follow a coherent path already!	11/10/2015 4:10 PM
43	Keep what we have! The progression of standards mirror the current progression. It is nice to have grade level delineated--it creates an expectation and makes testing fair for students and for teachers accountability.	11/10/2015 4:07 PM
44	Yes, they are coherent as they are. We should not change what we have. We are seeing good progress with the standards that are already in place.	11/10/2015 4:07 PM
45	The progression of the standards mirror the current progressions. Keep what we have! It nice to have standards per grade level delineated--it creates an expectation and makes testing fair for students and for teacher accountability.	11/10/2015 4:00 PM
46	I'm not sure whether I should interpret this as being cyclical or linear. There are subtle differences between the standards for each grade level and it's difficult to interpret what subtleties we're supposed to pick up on. I would recommend revising to follow a sort of parallel structure. Each one is worded uniquely but using common structure might show the similarities and differences more effectively.	11/9/2015 11:52 AM
47	The Same path is not a Coherent path. It's identical. Without specific vocabulary attached to grade level standards, there is no guidance for instruction or assessment, making success randomized.	11/9/2015 11:34 AM
48	The standards are not coherent they are not easily understood as to what important areas are to be taught to meet the standard. There is no specific academic vocabulary or specific ending goals. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
49	It is not coherent because they do not include academic vocabulary! What is added from grade to grade? Who teaches nouns, verbs, pronouns? Which grade is responsible for metaphors versus simile? This has to be standardized! What is standard citation at 6th grade? Will this be teacher chosen because if so each district will be teaching it different.	11/9/2015 11:27 AM
50	The standards are not coherent because they are too vague. Please create a team of TEACHERS that are content specialists grades k-12 to assist in the creation of the standards that we are held accountable for making sure students know.	11/9/2015 11:26 AM
51	There is not a coherent path through out the grade levels due to many changes are simply because the grade level changed name.	11/9/2015 11:23 AM
52	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
53	RL.3: How can the standard be written the same way across all secondary grade levels?	11/9/2015 8:19 AM
54	Duplication across some grades/standards.	11/2/2015 12:49 PM

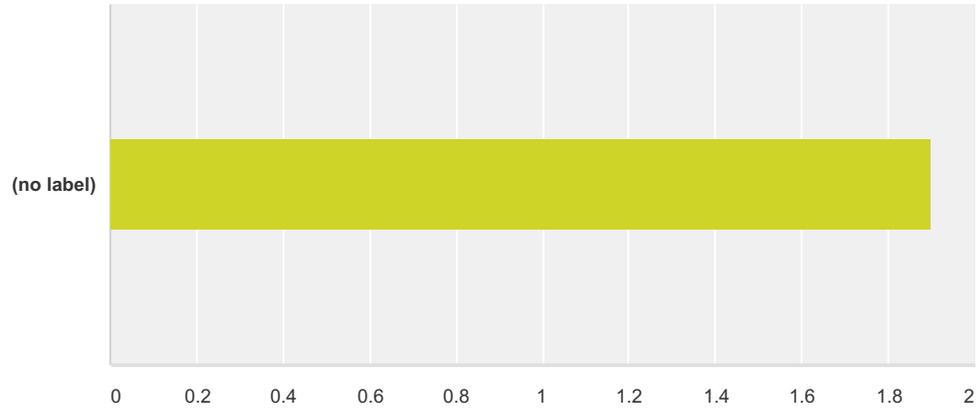
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55	Approaching as reader vs approaching as writer is oversimplification. Just keep them all under reading standards. "Approaching as writer" is pedagogically appropriate, but misinterpreted by the committee.	10/30/2015 3:26 PM
56	RL3 has the exact same standard from 6-12... do we not require more rigor as it goes up through the grade levels?	10/30/2015 12:31 PM
57	There is no alignment.	10/30/2015 9:47 AM
58	<p>RL1.11-12 is so wordy that the meaning is unclear and redundant. RL2.6-12- the wording is exactly the same. It would be helpful to break it down into different grade levels. What types of figurative language do we want them to know in each grade? There should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials. RL3.6-12- the wording is exactly the same. It should read "text features" instead of "visual elements" and there should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials for each grade. RL4.11-12 and 9-10 should each be rewritten into two standards each. It's too much for one standard; summarizing should not be in the same standard as theme. RL5.9-10- "impacts the reader" seems vague. What, specifically, do we want students to do? RL8.11-12- the wording is so vague that I am not sure exactly what the standard is supposed to be (what "elements"?) RL8.8 is more complex than RL8 9-10. Consider switching the two. RL10 11-12 and RL10 9-10-- consider switching the two. 9-10 is more complex than 11-12 RL11 9-10 is more complex than RL 11-12. Consider switching the two</p>	10/28/2015 5:08 PM

Reading Literary Texts

Q5 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 139 Skipped: 344



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	51.80% 72	17.27% 24	20.14% 28	10.79% 15	139	1.90

#	Suggested revisions for standards:	Date
1	It's hard to tell if these are rigorous because details are very lacking.	12/3/2015 11:57 AM
2	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. In many cases, the specificity of language and examples offered in our current standards indicate the level of rigor. Without that specificity, the language of the new standards is somewhat general, making it difficult to ascertain how the level of rigor truly spirals. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
3	The language among the standards and each grade level is exactly the same with many of the standards.. Rigor does not show an increase in difficulty from grade 6 to grade 12.	12/2/2015 10:52 AM
4	Be more specific like the GLEs	12/2/2015 8:37 AM
5	Some proposed standards have less rigor than current standards. One example is RL5. At the 6-8 level, students should be comparing the structure of 2 or more texts. Perhaps RL5 should be combined with RL10?? Overall, in separating out the "Synthesize Ideas from Multiple Texts" (standards RL9, RL10, RL11), some rigor is lost in standards RL1-8. Students in 6-12 should be comparing among texts for each of these standards. RL 9-11 seem to be more about comparing forms, but not necessarily comparing characters or literary devices across texts. In RL 8, for example, students at the secondary level should compare plot, setting, and character from two or more texts, not just within one text. To be college and career ready, students should be ready to work with multiple sources, which seems to be devalued in these new standards. "Synthesizing Ideas from Multiple Texts" should be laced throughout standards RL 1-8 not separated.	12/1/2015 2:35 PM
6	The mentions of Shakespeare are taken out so we wondered if that was no longer reading that is relevant in the classroom when so many teachers still include his works.	11/30/2015 4:12 PM
7	See Overall Comments	11/30/2015 2:17 PM
8	Please read comments below	11/30/2015 2:14 PM
9	See Overall Comments	11/30/2015 2:13 PM
10	See below	11/30/2015 2:13 PM

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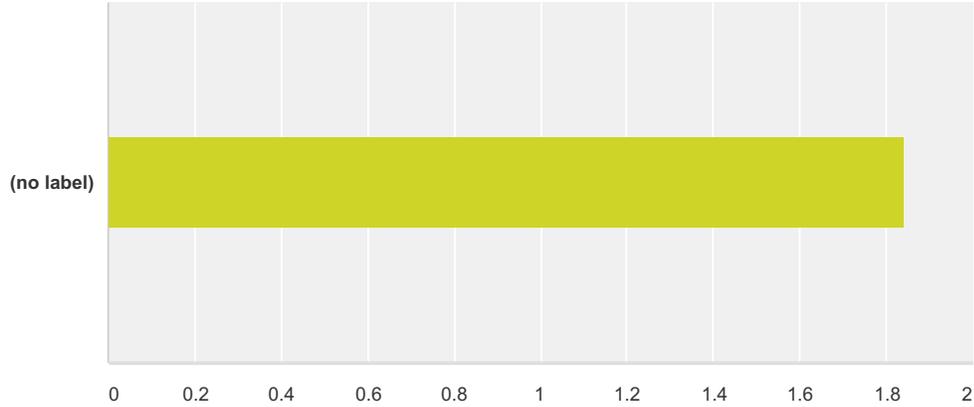
11	In the proposed standards, for grades 6-12, there is too many standards for reading and the focus should be more on reading to analyze text. Adding additional standards for reading seems redundant and are implied in the standards existing about reading analysis. What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases.	11/30/2015 1:19 PM
12	The sixth grade standards regress based on proposed fifth grade standards.	11/30/2015 9:49 AM
13	Teachers may view the word rigorous differently. What is rigorous for one class may not be rigorous for another.	11/30/2015 9:12 AM
14	These are appropriate for student capabilities while maintaining high rigor.	11/24/2015 7:33 AM
15	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are have an appropriate amount of rigor for our students. The current Missouri Learning Standards help our students achieve high standards because of this rigor and we do not want to change this.	11/23/2015 3:15 PM
16	The current standards are rigorous and set high expectations for my students. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
17	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students ans we do not want to change them. The current standards set a vigorous path of high expectations.	11/23/2015 3:13 PM
18	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. The current Missouri Learning Standards are rigorous as they are. We have seen our students benefit from the increased rigor in the past few years.	11/23/2015 3:13 PM
19	rigor in elementary but looks more generic teach whatever you want. No way to make sure all students in 7th grade for example are getting the same skills. See K-5 standards to details.	11/23/2015 11:38 AM
20	The changes from CC seem a little less rigorous. CC allowed for a more comprehensive and complex view of the standards, and it seems like there was an attempt made to make the current proposal more like the CLE's. That's probably a harsh criticism, as the proposed standards are more like CC, but there's an element of specificity that the CLE's had that limited their potential.	11/21/2015 7:59 AM
21	They are too vague, across the board. It is more than apparent that these have not been written by people who understand how to implement curriculum in a public school setting.	11/20/2015 2:23 PM
22	Once again, who wrote these standards? NO RIGOR WAS EMPLOYED IN WRITING THEM. If the writers do not employ rigor in the creation of the standards, the teachers will not employ rigor in teaching them and the students will not employ rigor in learning.	11/20/2015 10:35 AM
23	The level of rigor expected is minimal at best. This is a step backwards--maybe 4 steps backwards.	11/19/2015 2:09 PM
24	It looks as if the writers of these strands used no rigor in writing them. When I want rigor from my students, I demonstrate what that looks like in my teaching, lesson planning and grading--and when I feel my rigor is lacking, I let them know and explain what I know I should have done better. The proposed standards are poorly written at times and read as if they took no effort to produce. RL.2.11-12 through RL.2.6 are repeated. Cut and paste; cut and paste; cut and paste. A student in my class who turned in work like this would receive an 'F'.	11/19/2015 2:04 PM
25	The RL.3 strand has the same standard throughout all grade levels when it comes to analyzing how visuals could be interpreted. There is a great deal that can could done with this skill. Students could have a different visual focus or scaffolding the degree of how a visual is analyzed including analyzing two visual covering the topic would really increase the rigor of this standard.	11/19/2015 8:24 AM
26	It doesn't appear to increase in rigor over the 5 grade levels covered, other than the fact that the readability level will increase.	11/18/2015 9:35 AM
27	What is the expectations for grade level texts? Lexile levels? What are visual elements of a text? (RL.3)- does this include book covers?	11/18/2015 9:28 AM
28	RL 7.6: I appreciate the change in verb from determine to analyze.	11/18/2015 9:18 AM
29	RL 7 and 8 are less clear, less rigorous. Very generic.	11/17/2015 3:46 PM
30	How is expecting a 6th grader to do the same thing as a 12th grader just on a harder text rigorous?	11/16/2015 8:52 AM
31	RL6.8 notes that students should identify dramatic irony but has been revised to say that they need not analyze its effect on the overall text -- this revision removes a level of rigor.	11/13/2015 2:02 PM

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32	Standards do not differ enough to show rigor over the grades. Specifically, there must be different instructions given instead of just addition of tasks.	11/13/2015 1:52 PM
33	Specify a scope and sequence for RL.2, RL3	11/12/2015 11:13 AM
34	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
35	Keep what is there since they already are rigorous and meet high expectations.	11/10/2015 4:10 PM
36	Keep what we have! The progression of standards mirror the current progression. It is nice to have grade level delineated--it creates an expectation and makes testing fair for students and for teachers accountability.	11/10/2015 4:07 PM
37	Yes, they are very rigorous as they are. We should not change what we have. We are seeing good progress with the standards that are already in place. Students' capabilities are growing!	11/10/2015 4:07 PM
38	The progression of the standards mirror the current progressions. Keep what we have! It nice to have standards per grade level delineated--it creates an expectation and makes testing fair for students and for teacher accountability.	11/10/2015 4:00 PM
39	The standards are rigorous, and because they are delineated well, they work.	11/10/2015 4:00 PM
40	It depends on the texts that are used. One of the nice things about Common Core was the suggested texts. I feel capable of using texts that will create rigor, but I do not think that these particular standards will suggest that.	11/9/2015 11:52 AM
41	Again, with no specific expectations listed by grade level, and with no academic vocabulary, leaving the depth and rigor of instruction up to individual teachers, there will be a wide variety of instructional quality offered to students. The standards must specify levels of understanding and depth of questioning to assure rigor in all grade levels.	11/9/2015 11:34 AM
42	How are rigorous path of high expectations for students established if the standard do not change and the only difference is the standards number. There is no specific academic vocabulary or specific ending goals. What does (when applicable) need to be used? It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
43	With a lack of academic vocabulary included, the rigor is up to individual teachers. There is so much room for interpretation that with no specific expectations it can not be considered rigorous.	11/9/2015 11:27 AM
44	Again, the standards are too vague and void of academic vocabulary to determine rigor. Rigor is created by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:26 AM
45	Please include the vocabulary and details for guidance. Rigorous needs more defined goals, not less. When instructions are too vague (as these standards are), the expectations for students become lower and worse, inconsistent throughout the state. This moves us in the wrong direction in education.	11/9/2015 11:23 AM
46	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
47	No grade level reading or writing expectations.	11/2/2015 12:49 PM
48	Please defer to the rigorous, full form CCSS (current MLS).	10/30/2015 3:26 PM
49	They would be rigorous, but as stated before there is no alignment and leaving out key pieces. We would be better off just adopting the common core.	10/30/2015 9:47 AM

Q6 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 135 Skipped: 348



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	51.11% 69	22.22% 30	17.78% 24	8.89% 12	135	1.84

#	Suggested revisions for standards:	Date
1	It is not fair to have teachers prepare students for success on state assessments when they are given vague standards. Please follow the example of grades K-5 and provide more specific details!	12/3/2015 11:57 AM
2	Given that RL.2 and RL.3 offer no differentiation, it's difficult to foresee how assessment of this standard might differ across various grade level tests? The lack of specific language or examples (included in our current Missouri Learning Standards) is problematic - it's hard to know how to teach the standard, much less how to assess it. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
3	Be more specific like the GLEs	12/2/2015 8:37 AM
4	Just because the standards could be assessed at the classroom level, does not make them appropriate as is. We could assess almost anything. The question is, SHOULD we assess Missouri students over these standards?	12/1/2015 2:35 PM
5	RL.5.10 - I feel like it is hard to assess how any text impacts a reader because that is subjective; instead maybe say impacts the meaning?	11/30/2015 5:57 PM
6	Without having lengthy responses, assessing many of these strands would be difficult.	11/30/2015 4:18 PM
7	Analysis can be assessed through writing, but synthesizing might be hard to assess because it tends to be more subjective.	11/30/2015 4:13 PM
8	In RL.3 we would like more clarification on what "visual elements" of a text would be. The clarifications would help with the teaching and assessment of these new standards.	11/30/2015 4:12 PM
9	See Overall Comments	11/30/2015 2:17 PM
10	Please read comments below	11/30/2015 2:14 PM
11	See Overall Comments	11/30/2015 2:13 PM
12	See below	11/30/2015 2:13 PM
13	Some of the standards focus on process or research that cannot be assessed on a one-hour state standardized test.	11/30/2015 1:41 PM

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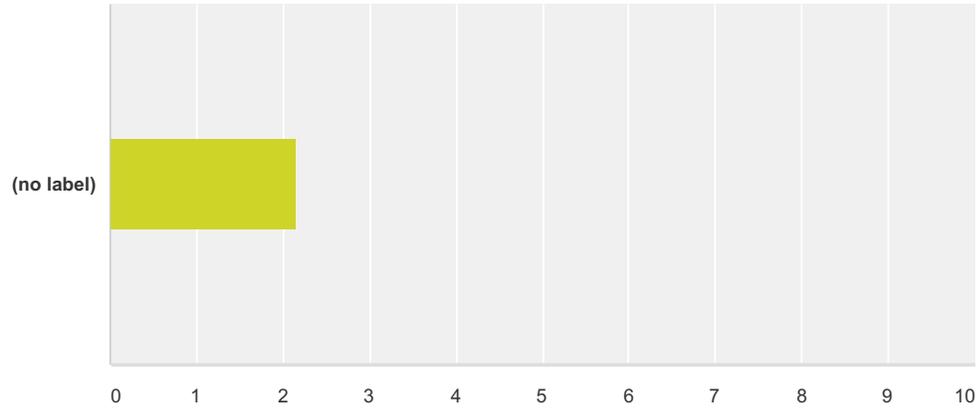
14	RL3 and RI3 - The standard proposed is the same from 6-12 and is too vague. There is no differentiation and no thought to rigor included in the proposed standard. Could this be combined with another standard. .	11/30/2015 1:19 PM
15	Text-to-self or "experience" based standards would be difficult to assess and lack the depth of knowledge that we expect in a secondary setting (RL.9.6).	11/30/2015 9:49 AM
16	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:20 AM
17	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards can be assessed both in the classroom and in state level testing in an appropriate way. Our scores for the state testing was better because the assessment was focused on The Missouri Learning Standards. These assessments have worked well for our students, and we do not want to change them.	11/23/2015 3:15 PM
18	The current standards are assessed effectively in the classroom and on state assessments. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. Our state test scores went up as a result of the Missouri Learning Standards, as our students have focused on the necessary skills to perform effectively.	11/23/2015 3:14 PM
19	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students and we do not want to change them. The current standards can be assessed in the classroom and on a state assessment.	11/23/2015 3:13 PM
20	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. The current Missouri Learning Standards can be effectively assessed by the classroom teacher and by the state.	11/23/2015 3:13 PM
21	Can they be assessed - yes, since it looks like Common core, but even Smarter Balanced drilled down and provided question stems and details. This is too generic.	11/23/2015 11:38 AM
22	The standards can fully be assessed in the classroom, but the state assessments need more alignment. There is an inherent problem in answering multiple choice questions for a subject that is largely subjective / evidenced based. Example: a student is asked to cite strong and thorough textual evidence in order to make an argument about a character. The test would have to provide multiple pieces of evidence to choose from (easily done) but it would also have to give the student the understanding that comes with having read a text and knowing a character (not easily done). I believe the standards generally align with what the expectations are for students in order to be college / career ready, but I do not think this can fully be assessed on a standardized test. The move to have juniors take the ACT was a great idea. Even looking at that, most of the standards are not equally assessed on the ACT. If anything, the state should make the EOC tests more like the ACT in order to prepare students to take that, rather than trying to assess everything that is encompassed in an academic year.	11/21/2015 7:59 AM
23	With unclear progressions, it would be unfair to teachers and students when it comes to assessment. The proposed standards are too open for interpretation. For example, RL.7-11-12 reads "Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact." Whose aesthetic are we talking about? A 7th graders? The teacher's? Clear definitions are lacking in the proposed standards, which once again leads me to believe they were written by undisciplined, lazy thinkers.	11/20/2015 10:35 AM
24	Because these standards are at such a low level, they are easily assessed. That doesn't mean they are good.	11/19/2015 2:09 PM
25	Assessment would not be clear because vertical progressions are not clear for students or teachers. With unclear progressions, it would be unfair to teachers and students when it comes to assessment.	11/19/2015 2:04 PM
26	Maybe an element that might include suggestions of visual elements that might improve or guide conclusions that may be drawn.	11/18/2015 9:35 AM
27	Please be more specific to include what literary structures 6th grade students: poetry, novels, short stories... this would be very helpful for new teachers to understand that each of these strands needs to be applied to different types of fiction texts.	11/18/2015 9:28 AM
28	Yes, with clarification on visual elements.	11/18/2015 9:20 AM
29	Same clarification needed as noted above	11/18/2015 9:20 AM

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30	We are losing the specificity in several different standards. If you are assessing the kids on these skills they need to know what they are working toward. You can't have a moving target. RL 3.6: This standard is vague. Please explain what is meant by visual element. RL 5.6: Contributes to meaning is very broad. Where in the previous standard the development of the theme, setting, plot seem much more specific. If you are still evaluating on those things they need to be in the standards. RL 7.6: Are we adding assonance? The standard is much more vague than previous standard. Connotative meaning is no longer listed.	11/18/2015 9:18 AM
31	It would be difficult to determine how one grade level assessment might be different from the next when the new standards are generic and redundant. What would be the distinction at each level?	11/17/2015 3:46 PM
32	These can be assessed in the classroom through projects and essays; rigorous literary analysis cannot be accurately assessed using multiple choice questions.	11/13/2015 2:02 PM
33	Some are vague and I would like more specifics. What will questions look like? How will we assess the standards.	11/13/2015 1:15 PM
34	Specify a scope and sequence for RL.2, RL3	11/12/2015 11:13 AM
35	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
36	The assessments can definitely be assessed in the classroom. In fact because of the standards my students were comfortable with the state assessment and were pleased with their outcomes on the state tests.	11/10/2015 4:10 PM
37	Yes, they can be assessed in the classroom and on a state assessment. They are grade level appropriate. Please don't change them.	11/10/2015 4:07 PM
38	Yes, I absolutely agree that the standards can be assessed in a classroom and on a state assessment as they are. They do not need to be changed.	11/10/2015 4:07 PM
39	Yes, they can be assessed in the classroom and on a state assessment. They are grade level appropriate. Please don't change them.	11/10/2015 4:00 PM
40	Because they are delineated and clear, it would be easy to assess in both the classroom and on a state assessment.	11/10/2015 4:00 PM
41	I believe it is inherently difficult to accurately assess ELA standards on state assessment. I do believe that things can be assessed, particularly in the classroom, but it is difficult to do it in the assessment patterns commonly used in school districts, particularly mine. Many of these are things that I observe, or that happen in the context of a conversation. Many more things should be assessed in the context of performance events. The problem is that ELA is inherently subjective, and students ability to do well is influenced by content knowledge in other subject areas as well.	11/9/2015 11:52 AM
42	Until the vocabulary is re-aligned, grade by grade, preparing for standardized testing will not be effective. Assessment can be built on the classroom level, but without a vertical alignment there is no confidence that all learning targets are being addressed.	11/9/2015 11:34 AM
43	There is no specific academic vocabulary or specific ending goals. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
44	However, without specific vocabulary how do we know what will be on the assessment? Any term would be game anywhere. One teacher may teach pronouns in 6th grade and in another school they may not teach it until 8th.	11/9/2015 11:27 AM
45	These standards are too vague. They are a moving target at this point. If you say students will follow a form of citation, but don't explain which forms will be assessed in the standard, teachers will be unable to prepare students to be successful on the test.	11/9/2015 11:26 AM
46	The standards are vague when it comes to language. We are regressing in helping educators understand what is important according to our lawmakers. As an educator, our team has spent years revising and polishing an excellent set of detailed standards.	11/9/2015 11:23 AM
47	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
48	Please defer to the rigorous, full form CCSS (current MLS) and Smarter Balanced Assessment.	10/30/2015 3:26 PM

Q7 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 138 Skipped: 345



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	38.41% 53	21.74% 30	26.09% 36	13.77% 19	138	2.15

#	Suggested revisions for standards:	Date
1	Very vague. This was one of the concerns about the Common Core standards. They are very broad. Please consider helping our secondary ELA teachers better understand what they need to cover by providing more detailed information for each standard.	12/3/2015 11:57 AM
2	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. While it's understandable that some stakeholders would be interested in truncating the language of our current standards (with the idea that simple = straightforward), it's that very language that provides the detailed information needed to understand the standard's intent, the level of rigor, and how it differs along the vertical path. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
3	Parents are not going to understand why their children are going learning exactly the same standard at grade 6 as they will be learning at grade 12 if we do not show them that each grade level requires more in-depth analysis, application, and understanding.	12/2/2015 10:52 AM
4	Be more specific like the GLEs. Also, offer some professional development BEFORE the test is given.	12/2/2015 8:37 AM
5	The standards are not user friendly to parents and other stakeholders. They're more worried about it sounding pretty than it being a useful guide. The wording is too complicated for the average parent or stakeholder. What needs to be taught needs to be clearly communicated.	12/1/2015 3:25 PM
6	The standards are not user friendly to parents and other stakeholders. The wording is too complicated for the average parent and other stakeholder.	12/1/2015 3:09 PM
7	RL3 needs to be part of RL1. Separating these ideas could lead to segmented instruction. Visual elements of a text should not be taken separately from the rest of the text. All parts of the text work together.	12/1/2015 2:35 PM

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8	Some standards are worded oddly. For example: RL.4 uses "objective" in RL.4.8 but not in RL.4.7 I would keep the language as consistent and simple as possible. In general, I feel like the heading standard (or anchor standard... not sure what to call it) is always understandable; it's when it gets broken down by grade level that it gets confusing. I almost wish we didn't need it broken down by grade level and the assumption would be it would become more difficult with increased text complexity. A great example of this is RL.6... I am not sure that RL.6.8 is a strong lead in to RL.6.9. Same with RL.10 - the transition between RL.10.9-10 and RL.10.11-12 is odd. I have the same feedback on a lot of these... the general standard is great; it just gets messy when it is broken down by grade level.	11/30/2015 5:57 PM
9	RL.11.8- This standard is unneeded. Theme has to be cultural and historical in order to be a theme..... RL.3.8- What does this mean? Visual elements-- pictures? We don't read fiction with pictures in eighth grade.	11/30/2015 4:24 PM
10	RL.3.8: What is a "visual element"? Text features? Pictures? RL.11.8: It's already a given that themes have to be universal. This standard seems unnecessary. RI.4: This whole strand needs to have common terminology. Please pick either "central idea" or "main idea". Don't use both terms. RI.10: The wording "theme/topics" suggests that these terms are similar when in fact they are quite different. Please put the word "and" instead of the slash.	11/30/2015 4:19 PM
11	Many of the standards are vague enough that parents may have difficulty understanding.	11/30/2015 4:18 PM
12	Some of the language, especially high DOK verbs may need to be explained to parents.	11/30/2015 4:13 PM
13	RL3.8 - Needs to clarify, or explain, what is included as 'visual elements'. Is it pictures, text features, etc? RL11.8 - This standard is not necessary; themes can only be identified because of the historical and cultural contexts.	11/30/2015 4:13 PM
14	Putting in the examples would help make these standards more understandable.	11/30/2015 4:12 PM
15	Without specific details, I don't think parents would be able to interpret many of these standards. The Current MLS include specifics that are easier to interpret.	11/30/2015 4:05 PM
16	See Overall Comments	11/30/2015 2:17 PM
17		11/30/2015 2:15 PM
18	Please read comments below	11/30/2015 2:14 PM
19	See Overall Comments	11/30/2015 2:13 PM
20	See below	11/30/2015 2:13 PM
21	RL1 and RI1 the proposed standards are exactly the same by grade level. There is no differentiation between expectations for informative text and literary text. The need to have separate standards is not understood. Why divide them if the reader will "attack" the standards in the exact same manner. RL2 as proposed is too vague. There is no differentiation between 6-12 and rigor is not addressed by the proposed standard. RL7 (Analyze how tone, word choice, and syntax contribute to meaning) and RL2 (Determine word meanings in context) Could be combined or RL2 could be removed completely because there is a significant lack of depth and completeness with the R2.	11/30/2015 1:19 PM
22	The re-wording of the current Common Core Standards is not beneficial and lacks clarity.	11/30/2015 9:49 AM
23	Not sufficient enough explanation of expectations. In RL3 and RI3 does "visual elements" mean imagery?	11/30/2015 9:32 AM
24	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:20 AM
25	RL.6.9-10 -Analyze how POV of characters or narrators reflect historical and cultural perspective. How is this different than RL.11.9-10 - Analyze how multiple text reflect the historical and/or cultural contexts? As a 10th grade teacher, I feel like I would cover both of those standards at the same time; it just seems like an easy fit. I would like to see RL.6.9-10 revised. RL.11 - Analyze how historical and/or cultural contexts inform the texts. What does it mean to "inform the texts?"	11/28/2015 8:26 PM
26	I appreciate this paired down and easily understandable format.	11/24/2015 7:33 AM
27	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are explainable to parents and understandable to teachers. The Missouri Learning Standards are appropriate for educators and parents.	11/23/2015 3:15 PM
28	The current standards are understandable to stakeholders. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
29	The current standards are understandable to educators and explainable to parents.	11/23/2015 3:13 PM
30	The standards should stay the same as what we currently have to remain explainable to parents and other stakeholders.	11/23/2015 3:13 PM
31	Educators yes, parents and students no. Too generic - no details. See K-5 for details.	11/23/2015 11:38 AM

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32	I believe they are understandable and explainable. Now, does that mean other stakeholders or parents are willing to understand them? Not necessarily. In my experience, the ones who bother to concern themselves are more worried about the politics rather than really understanding the standards, which is unfortunate because CC is clearly an improvement on the CLE's.	11/21/2015 7:59 AM
33	If a teacher with 22 years of experience and 3 college degrees can't understand many/most of these, then I'm going to guess parents and other stakeholders may be a bit confused.	11/20/2015 2:23 PM
34	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:46 AM
35	Missouri Learning Standards are clear and there is no need for a change. I worked on a team of curriculum writers that aligned our current curriculum with the Missouri Learning Standards. "Wrapping our heads around the standards" was a challenging, rewarding and productive enterprise that has helped to change our school culture into one of serious learning and creative collaboration for both students and teachers. When I think about the proposed standards, I foresee this climate of positive learning and collaborating slipping away. . . . I feel so angry and deflated that I know my teaching will be seriously effected if they are adopted.	11/20/2015 10:35 AM
36	Again, because these standards are at such a low level, anyone can understand them. That doesn't mean they are good.	11/19/2015 2:09 PM
37	The current Missouri Learning Standards are understandable and we wholeheartedly embraced them as educators and curriculum writers. I enjoyed working on a team of sophomore curriculum writers. Wrapping our heads around the standards was challenging and interesting. We wrote a challenging and creative curriculum that gave us direction but room to grow. These proposed standards remind me of the curriculum I found fifteen years ago--when teachers argued in circles over what classic was better.	11/19/2015 2:04 PM
38	In RL.5.11-12, the words "aesthetic impact" are a little confusing. I am not sure if the form of the text is something that is truly a reflection of the author. Many times, the publishing company of the work may take liberties with font style and size to have impact on the reader. The set up of chapters and poem structure could be taken into account for how pleasing to the eye it is for the reader; however, the choices are often made for the advancement of plot or to relay a specific message to the reader. The word choice in strand may create some confusion as to what is expected for the teacher when addressing this skill. The words "aesthetic impact" are also used in RL.7.11-12. I think the term "mood" would be a better fit here.	11/19/2015 8:24 AM
39	I think the current MLS current standards in the entire ELA crosswalk provides more detail and guidance. When you novice teachers I think they are more comfortable with the greater detail in the outline of what to teach,	11/18/2015 4:36 PM
40	For standard RL8.8, it would be helpful to clarify which literary devices students should be able to analyze.	11/18/2015 11:56 AM
41	RL.3.6 Interpret visual elements of a text and draw conclusions from them (when applicable) This is confusing. I am unsure of what a visual element is. Is it imagery written into text, or is it a 2 or 3 dimensional image (art)? If it is art, very few 6th grade level novels have artwork.	11/18/2015 9:35 AM
42	RL. 3.6 Unclear on what visuals are--book covers or imagery?	11/18/2015 9:29 AM
43	RL. 3.6 is unclear on what the visuals are for a piece of literature. This standard could be worded with more meaning on what visuals could be--book covers, imagery, etc. RL9.6 "how a performance impacts personal interpretation" is worded very broadly on what personal interpretation is.	11/18/2015 9:27 AM
44	RL 9.6 Personal interpretation seems to be too broad, students could sat almost anything.	11/18/2015 9:26 AM
45	Very vague	11/18/2015 9:18 AM
46	There are no language standards included. There is no glossary. There is no accompanying definition of rigor with reference to Lexile, Fleish-Kinkaid or other metric. Again, the new standards are redundant, overly simplified with regard to grade levels.	11/17/2015 3:46 PM
47	RL.2 at all levels are worded exactly the same. They are too vague. The current MLS has more of a breakdown from grade level to grade level with what should be covered specifically for that grade. The proposed it too broad. RL. 5 is similar. I feel like RL.5.7 and RL.5.8 are confusing. What is exactly meant by a text's form?	11/17/2015 12:15 PM
48	The way the standards are currently "coded" makes the first standard read like a 1st grade standard, the 2nd standard like a 2nd grade standard, etc. They SHOULD be coded SUBJECT.GRADE.STANDARD NUMBER Additionally, because so many of the standards have been changed from CCSS (which we've been using in the interim), it will make it incredibly difficult for teachers to find resources without extensive translation of our standards to what other standards resources are aligned to.	11/16/2015 8:52 AM
49	Not sure why the specific explanations and examples were removed from the MLS version -- for example, leaving out the information "words with multiple meanings or language that is particularly fresh, engaging, or beautiful" RL2	11/13/2015 2:02 PM

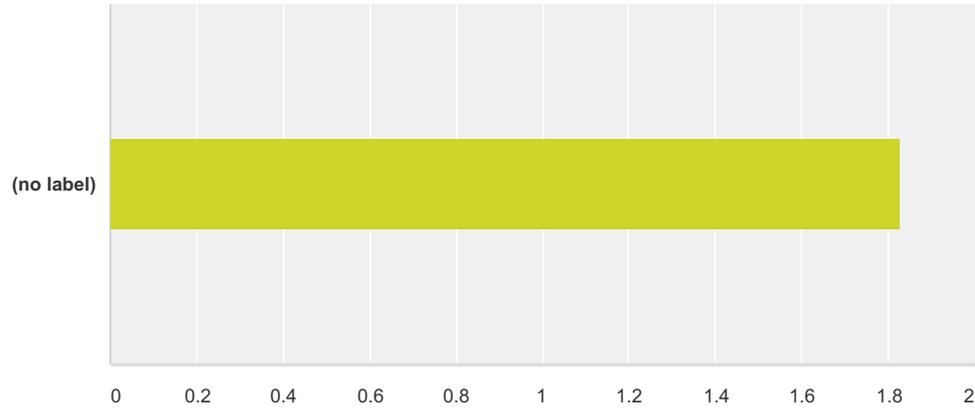
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50	RL.4.9-10 and RL.4-11 have a transition from themes to life experiences to themes to human nature. What is the difference? How can we address life experience without acknowledging human nature, especially at the high school level with such diverse fiction? RL.6; please define point of view. Do you mean author's point of view? Or do you mean characters or narrators in a text, like a Piccolt novel?	11/13/2015 1:57 PM
51	Please look at RL II as we feel it should state "Analyze how historical and/or cultural contexts INFLUENCE the text."	11/13/2015 1:23 PM
52	The wording is pretty simplistic compared to common core. I think parents will understand the wording better.	11/13/2015 1:15 PM
53	Less education jargon	11/13/2015 10:37 AM
54	Define what "visual elements" kids are expected to know	11/12/2015 11:13 AM
55	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
56	The standards are understandable at the appropriate grade level and parents were pleased with the outcomes of the test which is all they are even interested in for their children: SUCCESS!	11/10/2015 4:10 PM
57	We have been working with these standards for several years, and we understand them well. They have pushed our students to greater achievements. This is a great thing for our students and the state; please leave the standards as they are.	11/10/2015 4:07 PM
58	As previously stated, it's difficult to understand the nuances. I need more specific language. I get lost in the fuzziness of the language. I also notice that the specific vocabulary has been stripped from this. At which level should I teach hyperbole? Understatement? Allusions? These are traditionally assessed topics. Where do they go?	11/9/2015 11:52 AM
59	These standards are absolutely not understandable for new educators or those who are not from a district where teachers routinely collaborate. Specific vocabulary must be added to the standards.	11/9/2015 11:34 AM
60	There is no specific academic vocabulary or specific ending goals. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
61	To teachers they are understandable...however, I do not think parents/stakeholders will understand some of the vocabulary. (eg. figurative meanings - there is a lot of figurative language how can we narrow it down) Everyone will interpret it a different way.	11/9/2015 11:27 AM
62	The academic vocabulary MUST be included in the standard if students are going to be assessed. With the vagueness of the standards, alignment to high stakes testing will be IMPOSSIBLE.	11/9/2015 11:26 AM
63	Although I appreciate the brevity of the new standards, I am concerned about the loss of vocabulary and 'looks like' for inexperienced teachers.	11/9/2015 11:23 AM
64	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
65	RL.3: When it addresses "visual elements" of a text, does it mean infographic additions (pictures, graphs, etc.), or does it mean the visual organization of a text (length of lines or breaks in poetry)?	11/9/2015 8:19 AM
66	The standards seem to leave many details up to local guessing. For instance in RL1, cite text evidence to support analysis of what the text says explicitly as well as inference drawn from the text in 6th grade is essentially no different than 8th and 9th grade. 7th grade adds "several pieces" of text evidence. So 3 or 4 is several examples? What if that isn't appropriate? Teachers and students are left guessing. There is no vertical alignment for RL 2, or 3. RL asks students to produce a summary. How does a summary have anything to do with the theme as there are many themes in most fiction?	11/2/2015 12:49 PM
67	Oversimplified version of CCSS (current MLS). Much feels like misinterpretation.	10/30/2015 3:26 PM
68	RL1.11-12 is so wordy that the meaning is unclear and redundant. RL2.6-12- the wording is exactly the same. It would be helpful to break it down into different grade levels. What types of figurative language do we want them to know in each grade? There should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials. RL3.6-12- the wording is exactly the same. It should read "text features" instead of "visual elements" and there should be a set group of terms/ skills for each grade level to ensure that we are touching on the essentials for each grade. RL5.9-10- "impacts the reader" seems vague. What, specifically, do we want students to do? RL8.11-12- the wording is so vague that I am not sure exactly what the standard is supposed to be (what "elements"?)	10/28/2015 5:08 PM

Reading Literary Texts

Q8 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 137 Skipped: 346



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	56.20% 77	15.33% 21	17.52% 24	10.95% 15	137	1.83

#	Suggested revisions for standards:	Date
1	Again, teachers need more details in order to better prepare students for college or careers.	12/3/2015 11:57 AM
2	Each grade level needs to show an increase of higher student expectations in regards to analysis, understanding, and application. These proposed standards do NOT show higher expectations.	12/2/2015 10:52 AM
3	Be more specific like the GLEs	12/2/2015 8:37 AM
4	In separating out the "Synthesize Ideas from Multiple Texts" (standards RL9, RL10, RL11), some rigor is lost in standards RL1-8. Students in 6-12 should be comparing among texts for each of these standards. RL 9-11 seem to be more about comparing forms, but not necessarily comparing characters or literary devices across texts. In RL 8, for example, students at the secondary level should compare plot, setting, and character from two or more texts, not just within one text. To be college and career ready, students should be ready to work with multiple sources, which seems to be devalued in these new standards. "Synthesizing Ideas from Multiple Texts" should be laced throughout RL 1-8, not separated.	12/1/2015 2:35 PM
5	Since I teach 11/12 I think in general... these and the CCSS are heavily slanted towards college and white collared jobs. I am not sure that's something you can tackle with this as it is a question of educational philosophy... I actually supported the CCSS, but I suppose it a rewrite has to happen, that is one area in which I think we can improve.	11/30/2015 5:57 PM
6	In RL 6.9-10 World Lit. is taken out; this seems like a major content area that students need to be exposed to before college.	11/30/2015 4:12 PM
7	See Overall Comments	11/30/2015 2:17 PM
8	Please read comments below	11/30/2015 2:14 PM
9	See Overall Comments	11/30/2015 2:13 PM
10	See below	11/30/2015 2:13 PM

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11	It is difficult to understand how students can be college and career ready upon graduation if there is no clear increase in rigor and expectations outlined in the standards. Proposed standards are exactly the same by grade level for RL1, RL 2, RL 7	11/30/2015 1:19 PM
12	The proposed standards do not meet the depth of knowledge that is expected in the secondary setting.	11/30/2015 9:49 AM
13	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are necessary for students to reach college and/or career readiness. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:15 PM
14	The current standards are crucial for students to master in order to be college and career ready. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
15	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students and we do not want to change them. The current standards represent necessary content for a student to reach college and/or career readiness.	11/23/2015 3:13 PM
16	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them. The current Missouri Learning Standards are rigorous as they are, and they have prepared students well for college and career. We have seen our students benefit from the increased rigor in the past few years.	11/23/2015 3:13 PM
17	Sounds like common core and career readiness standards to I guess so.	11/23/2015 11:38 AM
18	Agreed. I've communicated with freshman-level college professors to determine what they want students to be able to do, and I believe that with the above edits, the standards are applicable to prepare students for college as well as broad enough to also prepare someone to be career-ready.	11/21/2015 7:59 AM
19	Our students are performing at much higher levels since we aligned our curriculum with the Missouri Learning Standards. The proposed "standards" (I use that term loosely) will erode the skill levels of both teachers and students.	11/20/2015 10:35 AM
20	With the low level of rigor in these standards, our students in no way would be prepared for college and career.	11/19/2015 2:09 PM
21	Without the clear definitions and breakdown of skills provided by the current Missouri Learning Standards, curriculum will become vague and undefined--and send us back years.	11/19/2015 2:04 PM
22	RL.3.6 Interpret visual elements of a text and draw conclusions from them (when applicable) This is confusing. I am unsure of what a visual element is. Is it imagery written into text, or is it a 2 or 3 dimensional image (art)? If it is art, very few 6th grade level novels have artwork.	11/18/2015 9:35 AM
23	Again vague.	11/18/2015 9:18 AM
24	Many times in my reading I have noted a lack of rigor-- RL2, RL4, RL8. Devices are not named--there is a lack of academic terminology to explain the goals and targets. Generic.	11/17/2015 3:46 PM
25	In a perfect world.	11/13/2015 1:56 PM
26	There must be growth and similar teaching throughout the grades.	11/13/2015 1:52 PM
27	Specify a scope and sequence for RL.2, RL3	11/12/2015 11:13 AM
28	I think the standards lean very heavily toward fiction with little explicit attention to poetry, its rhythm, rhyme, compression, and musicality. The standards also refer a lot to analysis of meaning without any attention to appreciation and the value the literary as art. I think the standards should acknowledge that we want students to become life-long readers of literature because of the pleasure of reading and rewards of reading. The standards might at least ask that students learn habits of self-awareness, reflection, cultural understanding, and appraisal of one's values by reading challenging and evocative literary works.	11/11/2015 5:04 PM
29	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
30	Yes, our students are performing at a higher level than they were five years ago. Please do not change these standards. These standards are putting our students on a good path.	11/10/2015 4:07 PM
31	Again, I think that it depends on the texts. It is not inherent in the standards. I think we need to strongly revisit this. Quite frankly, the Common Core did a better job.	11/9/2015 11:52 AM

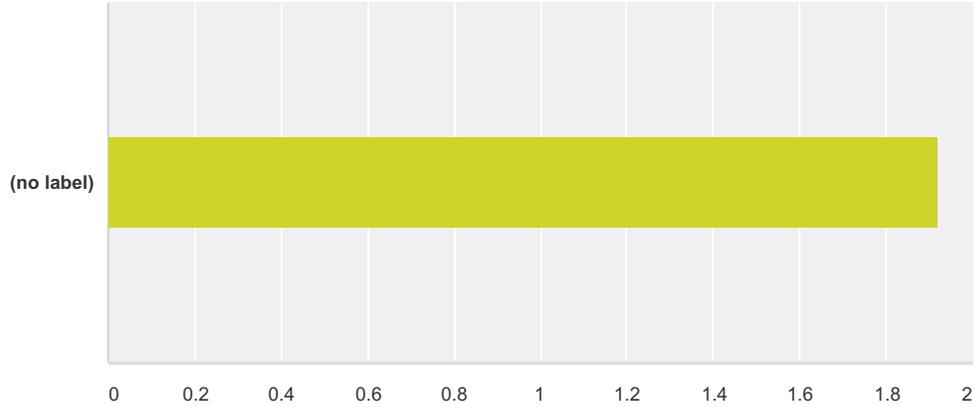
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32	Again, the standards are too vague and void of academic vocabulary to determine readiness Preparing students for higher ed and employment must be addressed by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:34 AM
33	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
34	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:26 AM
35	Although the standards represent the necessary content for a student to reach college and/or career readiness upon graduation, the standards are missing the academic vocabulary which would make them teachable. Please keep the language in the standards.	11/9/2015 11:23 AM
36	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
37	No mention of rhetoric which is essential for doing well on the ACT.	11/2/2015 12:49 PM
38	Please defer to the rigorous, full form CCSS (current MLS) and Smarter Balanced Assessment.	10/30/2015 3:26 PM
39	I would like a few standards that are specific to poetry. It's an important aspect of literature and college professors expect that students have a general understanding of poetry and analysis upon HS graduation.	10/28/2015 5:08 PM
40	Not all students in the student body are college bound.	10/27/2015 8:53 AM

Reading Literary Texts

Q9 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 137 Skipped: 346



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	49.64% 68	19.71% 27	19.71% 27	10.95% 15	137	1.92

#	Suggested revisions for standards:	Date
1	No, they are far to vague.	12/3/2015 11:57 AM
2	Again, each grade level needs to show an increase of rigor.	12/2/2015 10:52 AM
3	Be more specific like the GLEs	12/2/2015 8:37 AM
4	They are not specific enough. They need rewording to be more meaningful and effective. They need to specifically delineated the concepts to be covered.	12/1/2015 3:25 PM
5	The standards would be more meaningful and effective if they specifically delineated the concepts to be covered. Nix the flowery language.	12/1/2015 3:09 PM
6	See previous comments.	12/1/2015 2:35 PM
7	See other comments for changes that I would suggest to make these more "accurate". I really like how the standards are still SKILL based and NOT content based. For example, I want students to be able to cite evidence for an analysis of a text whether it is The Great Gatsby, an advertisement, or Persepolis. The skill is what matters.	11/30/2015 5:57 PM
8	Revisiting the idea of the removal of the world lit. and Shakespeare mentions from the previous standards, I wonder if those will no longer be emphasized.	11/30/2015 4:12 PM
9	See Overall Comments	11/30/2015 2:17 PM
10	Please read comments below	11/30/2015 2:14 PM
11	See Overall Comments	11/30/2015 2:13 PM
12	See below	11/30/2015 2:13 PM
13	In the proposed standards, for grades 6-12, there is too many standards for reading and the focus should be more on reading to analyze text. Adding additional standards for reading seems redundant and are implied in the standards existing about reading analysis.	11/30/2015 1:19 PM

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14	The standards within the 6-12 levels lack coherency between grade levels and are at times too narrowly focused. For example, RL.6.8 has students focusing only on dramatic irony as the only means of teaching meaning through narrative point of view.	11/30/2015 9:49 AM
15	Too broad.	11/30/2015 9:32 AM
16	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11. We can address this with the standards already in place. The Missouri Learning Standards are accurate and encompass the breadth of content that we need in the curriculum. The current Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:15 PM
17	The current standards are accurate and encompass the breadth of the content. RL .3 is not necessary because we already address this with other standards. The same is true for RL .11 -- we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students, and we do not want to change them.	11/23/2015 3:14 PM
18	RL.3 is not necessary because we already address this with other standards. The same is true for RL.11 - we can address this with the standards already in place. The Missouri Learning Standards have worked well for our students and we do not want to change them. The current standards are accurate and encompass the breadth of the content..	11/23/2015 3:13 PM
19	The current Missouri Learning Standards are accurate and encompass the breadth of the content. We would like the standards to remain the same.	11/23/2015 3:13 PM
20	so broad that they there is so much leeway it can cover everything	11/23/2015 11:38 AM
21	Accurate after the edits above, the breadth definitely.	11/21/2015 7:59 AM
22	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:46 AM
23	Missouri Learning standards are clear and there is no need for change.	11/20/2015 10:35 AM
24	SO many things have been left out. It is apparent this group had no connection with one another and wrote these in isolation.	11/19/2015 2:09 PM
25	Wording is vague, does not encompass breadth or content.	11/19/2015 2:04 PM
26	RL.3.6 Interpret visual elements of a text and draw conclusions from them (when applicable) This is confusing. I am unsure of what a visual element is. Is it imagery written into text, or is it a 2 or 3 dimensional image (art)? If it is art, very few 6th grade level novels have artwork.	11/18/2015 9:35 AM
27	It would be helpful to have substandards to expound upon standards.	11/18/2015 9:28 AM
28	vague	11/18/2015 9:18 AM
29	No language standards? Not going to teach language in grades 6-12? Writing standards are very broad and provide little guidance from one grade level to another.	11/17/2015 3:46 PM
30	Accurate to what?	11/13/2015 2:02 PM
31	Accurate as compared to what? What are the parameters?	11/13/2015 1:57 PM
32	Accurate as compared to what?	11/13/2015 1:57 PM
33	Standards are NOT grade level appropriate. Standards are not different enough to show real growth. The wording of the standards is inappropriate because someone sat and "tried" to show differences between the standards using DOK language, but did not use it well.	11/13/2015 1:56 PM
34	Specify a scope and sequence for RL.2, RL3	11/12/2015 11:13 AM
35	I think the standards lean very heavily toward fiction with little explicit attention to poetry, its rhythm, rhyme, compression, and musicality. The standards also refer a lot to analysis of meaning without any attention to appreciation and the value literary as art. I think the standards should acknowledge that we want students to become life-long readers of literature because of the pleasure of reading and rewards of reading. The standards might at least ask that students learn habits of self-awareness, reflection, cultural understanding, and appraisal of one's values by reading challenging and evocative literary works.	11/11/2015 5:04 PM
36	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
37	Yes, these are accurate and encompass the breadth of the content.	11/10/2015 4:07 PM
38	I'm not sure why RL6 is it's own standard. I do not understand.	11/9/2015 11:52 AM

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39	These standards are too vague to be accurate in any way. There is much missing language that would identify the learning targets. Replace the vocabulary that specifies the targets.	11/9/2015 11:34 AM
40	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
41	Since we can not see how the standards change specifically through grades (lack of academic content) I can not say I know that all content is included.	11/9/2015 11:27 AM
42	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:26 AM
43	The standards are not accurate as they are too vague to be teachable.	11/9/2015 11:23 AM
44	The Academic vocabulary at each grade level has been removed this has created a moving target. Where is allusion, where is plot, humor, figurative and language. What grade level uses which academic vocabulary?	11/9/2015 11:09 AM
45	Please use the rigorous, full form CCSS (current MLS) and Smarter Balanced Assessment.	10/30/2015 3:26 PM
46	I would like a few standards that are specific to poetry. It's an important aspect of literature.	10/28/2015 5:08 PM

Reading Literary
Texts

**Q10 Overall comments regarding the
proposed standards for Reading Literary
Texts:**

Answered: 83 Skipped: 400

#	Responses	Date
1	Please follow the example made by K-5 ELA.	12/3/2015 11:57 AM
2	All of the proposed changes in this section seem to simplify the current standard and leave each standard open to increased individualized interpretation. Simplifying the standard opens up opportunities for unjustified rationalization of teaching irrelevant content.	12/2/2015 9:22 PM
3	The structural organization of the anchor standards does not make sense entirely. While I can see how standards 1-3 might lend themselves to a reader's lens and standards 5-8 to a writer's lens, the researcher lens does not seem a natural fit. In reality, we can approach both reading and writing - in all its complexity - with both a reader's and writer's lens, at any time. A research lens - or inquiry lens - can also apply to any literacy task. To say that some skills are more reading than writing or research than reading feels (again) contrived. There is much correlation between the structure of our current Missouri Learning Standards and these new proposed standards. These seemingly "insignificant" refinements have produced some significant departures from a solid body of work that will only create more confusion while burdening district resources (human, financial, time) in the "revision of minutiae." Also, how do these 6-12 standards align with K-5? Ensuring vertical alignment K-12 is the responsibility of our State Board of Education.	12/2/2015 2:44 PM

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4	<p>RL1 and RI1 the proposed standards are exactly the same by grade level. There is no differentiation between expectations for informative text and literary text. The need to have separate standards is not understood. Why divide them if the reader will "attack" the standards in the exact same manner. RL2 as proposed is too vague. There is no differentiation between 6-12 and rigor is not addressed by the proposed standard. RL7 (Analyze how tone, word choice, and syntax contribute to meaning) and RL2 (Determine word meanings in context) Could be combined or RL2 could be removed completely because there is a significant lack of depth and completeness with the R2. RL3 and RI3 - The standard proposed is the same from 6-12 and is too vague. There is no differentiation and no thought to rigor included in the proposed standard. Could this be combined with another standard. By separating word choice from determining meaning (RL 2 and RL7) it takes away the articulation as standards move through the grade levels. RL11 and RI11 as proposed are too vague and seem to be pulled from RL10 and RI10. RL10 to "explain relationships among texts of various genres that address similar themes/topics" is where the RL strand "analyze how historical and/or cultural contexts inform the text" should be included. I do not understand why the additional strand needed to be created, especially since the 11 strand is too vague. The current MLS is a better option than the proposed. WR1.6 through 12 - add back in the current language to include "short as well as more sustained research projects" example for grades 11-12: "conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem: gather multiple relevant, credible sources. print, digital; integrate information using a standard citation system." In the proposed standards, for grades 6-12, there is too many standards for reading and the focus should be more on reading to analyze text. Adding additional standards for reading seems redundant and are implied in the standards existing about reading analysis. SL 1 lacks any standard relating to supporting arguments with evidence or reasoning. No standard requires you to actually support your argument or analyze an argument. Regarding SL 5, effective non-verbal communication skills involve a lot more than just making eye contact. Not exactly getting our kids college and career ready though I've heard eye contact is important in prison. The standard needs to include use of appropriate and accurate visuals as well as behaviors that enhance communication. Reading - What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases SL 1 - The standard wording is watered down and vague. The current MLS is better than the proposed standards. The SL 1 - collegial conversations and procedures from 6-12 lacks a direction and clear purpose. An emphasis on skills that would propel a conversation is omitted and the standard is needlessly oversimplified. Reading Standards - In many of the strands, there is no articulation of the types or reading level of literature at different grade levels; the same expectations are in place for 7th graders as there are for 12th graders. At a minimum, in order for these standards to have any "meat," accompanying documents specifying the reading levels is needed. R.L.2 & R.L. 7 - Word meanings in context have been needlessly separated from tone, word choice and syntax - essentially "bloats" the curriculum Short as well as sustained writing pieces has been removed. Brief writing experiences help students build "grit" enabling them to write more sustained pieces. Both are important but the new language implies that every writing experience is equal. S.L.2 - The standards seem disjointed and unlike to the other strands, wording is very different from grade level to grade level with some lower grade levels demanding more rigorous skills than upper levels. For example: at 7th grade, students must pose questions that "elicit elaboration." In contrast, at 8th grade students only need to "connect ideas." S.L.5 - There is a hyperfocus on making eye contact and a disregard of the other forms of non-verbal communication skills needed to present ideas clearly.</p>	12/2/2015 12:59 PM
5	Be more specific like the GLEs. Offer professional development BEFORE the test is given.	12/2/2015 8:37 AM
6	These standards are not new for Missouri. Many are worded exactly as the Common Core or have very few words changed or added and have been passed off as new standards. What is the chosen reading list? It needs to be made public. Much of the list is trash, sexually explicit, heavily biased toward homosexuality and laden with Islam. Not even close to acceptable!	12/1/2015 10:19 PM
7	It is of GRAVE concern that these standards are not coordinated with the K-5 standards.	12/1/2015 2:35 PM
8	The proposed standards demonstrate how ELA reading and understanding is viewed as a whole and not isolated facts. Would like to see a systematic approach K-12 in format.	12/1/2015 9:11 AM
9	I counted around 30 lessons that need to be taught. This doesn't count reteaching/remediation that will be needed because most students don't pick up things in 1 lesson. Those 30 lessons don't take into account the massive amount of reading that kids need to do during school to improve reading skills and to be exposed to a wide variety of genres and media in order to compare them. You've added a couple of things, RL3.6 and RL 11.6. There is no way to cover all the standards before that was added. Not really helpful.	11/30/2015 8:30 PM
10	Seem like a simplified and re-worded version of CCSS. I think if they are going to be revised/rewritten, then there are a few more tweaks to make them stronger.	11/30/2015 5:57 PM
11	Overall, the standards were fairly vague. The standards are easy to understand but there aren't any building blocks. Which literary elements are taught in 6th grade, 7th grade, etc. It would be nice to have a clear path and clear literary devices to either review or introduce.	11/30/2015 4:24 PM
12	"Literary elements" is too vague to use on every level. Break it down into more specific lists at each grade level to make it easier to see what should have been taught or what needs to be taught. Possibly less time wasted going over things that students should already know. Also makes it easier for new teachers to know what to focus on.	11/30/2015 4:24 PM

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13	RL.7.7-This seems vague and should be a little more specific. These are the opinions of two junior high educators.	11/30/2015 4:15 PM
14	These comments represent two educators.	11/30/2015 4:12 PM
15	Overall, the visual text strand needs clarification.	11/30/2015 4:05 PM
16	RL.1.9-10 should be more closely related to RL.1.11-12 than RL.1.8 RL.2: All grade level standards are the same, and lack grade-specific skills that should be met. RL.3: Delete all RL 3's, as they are covered more completely by RL 9's. RL.4: all are grade appropriate RL.5.6, 5.7, 5.8: all three lack grade-specific skills RL.6.9-10: Should change "points of view" to "perspectives," as they are not the same thing. RL.6.8: Needs clarification. The audience or reader cannot "create dramatic irony." Should be able to identify dramatic irony, however. RL.6.6, RL.6.7: Clarify "points of view" versus "perspectives" RL.7.9-10: Proposed standard is too generalized, leaving assessments open-ended. Also, learning assonance at the 6th grade level is inappropriate, as it is generally taught in AP English courses. RL.8.8: "literary devices" is too vague—which ones should be taught at the 8th grade level? RL.9.11-12: Add (after "subject") or "a key scene" RL.9.9-10: change "performances" to "interpretations." RL.9.8: Standard should look more like RL.9.6 & RL.9.7, as the proposed one has little educational value RL.10.9-10: change "his or her text" to "a text" RL.10.7: It does not make sense to "compare and contrast a fictional portrayal of a time" with "realistic accounts of the same subject matter." It would make more sense to specify, as it is in the CCSS RL.7.9. RL.11.11-12: Switch 11-12 with 9-10, as the vertical alignment is off.	11/30/2015 2:17 PM
17	RL. 1 (9-10) This standard should look more like 11-12 rather than 8 to increase the rigor at the high school level. RL. 2 These standards have been significantly generalized, omitting specificity at grade levels; therefore, leaving assessments too open-ended. RL. 3. Completely omit this standard all together as it is included in RL.9. RL.4 . Wording is changed only in a semantic manner. RL. 5. 6-8 is lacking grade specific skills, allowing for no vertical skill alignment or assessment. RL. 6 (9-10) wording should be changed to reflect perspectives rather than point of view, as these two terms refer to different things in literature. (8) The wording reads as if the characters and the audience or the reader [create] rather than original language intent. RL. 7 These standards have been significantly generalized, omitting specificity at grade levels; therefore, leaving assessments too open-ended. RL.8 (8) This standard is too vague [what literary devices are going to be the focus of this standard]. RL. 9 (9-10) Performances should have been left to read "interpretations". (8) Should read the same as (6 and 7). What is the educational value in knowing why the director or actors changed the script. RL. 10 (9-10) should not have gender reference in wording, but read "in a text." (7) The original standard was better as the new wording is changes "realistic" from "historical" which changes the entire meaning of the standard. RL. 11 Vertical alignment of (9-10) and (11-12) need to be switched.	11/30/2015 2:15 PM
18	RL.1.9-10 should look more like grades RL.11-12 and not grade RL.6-8; as is they are not difficult enough RL.2 is the same from grades 6-12. The proposed standards are too generic. Each standard needs more specific content to be addressed RL.3 should be omitted RL.4 is fine as is RL.5 needs to be more specific RL.6 is fine as is RL.7.6 Why is assonance discussed in 6th grade? RL.8 change the word "evaluate" to "analyze in RL.8.11-12, the rest are fine as is RL.9 add "or a key scene" to RL.9.11-12; change the word "performances" to "interpretations" in RL.9.9-10 RL.9.8 vs. RL.8.7 What is the educational value in this? RL.9.7 and RL.9.6 fine as is RL.10.9-10 change "his or her text" to "a text" RL.10.7 is unclear; RL.7.9 current MLS sounds better	11/30/2015 2:14 PM
19	RL 1.9-10=Should look like the 11 and 12, not the 8th grade. RL 2=9-12 Should not look like 6-8-needs more rigor-determine and analyze meaning...,mood/tone, word choice RL 3-cut out, the visuals need to be used for RI standards (is covered in RL 9) OR add imagery and setting as key points to be taught with the visual elements RL 4-okay as is-appropriate to grade level and are concise RL 5-keep MLS standard-the details of concepts is important to differentiate the grade levels RL 6-add perspective to the point of view for 9-10 and keep the World Literature aspect for 9-10, 6-7 should be different-not the same wording RL 7-keep the MLS parts about including figurative language and connotative meaning and analyzing specific word choices for tone (9-12)-needs to differentiate on levels of difficulty (keep the info in parenthesis). 6th grade should not be working with assonance-move to 11-12. 7-8 are too vague (add parenthesis information to the new standard.) RL 8-change "evaluate" to "analyze" in 11-12 and keep the detailed information in parenthesis. Be more specific with what literary devices in 8. RL 9-needs to keep the Shakespeare or American drama for 9-12 (as seen in MLS). Need to change "performances" to "representations or interpretations" RL 10-11-12=keep the time periods specified in MLS. 9-10=change "his or her text" to "a text." RL 11-too broad, needs to have more than 1 author to evaluate (11-12). Be more specific on what type of texts to be used with 9-10	11/30/2015 2:13 PM
20	RL 1. 9-10 should look more like RL 11-12, not 6-8. RL 2. 9-10 should not look like 6-8. It needs more rigor -determine and analyze meaning, mood, tone, and word choice RL 3 should be omitted completely (it is covered in RL9) RL 4 is fine as is RL 5. 6-8 need to be differentiated to be grade level appropriate RL 6 fine as is RL 7. 9-10 and 11-12 are too general. Students need to determine meanings of words, figurative language, tone, word choice, and multiple meanings RL 8. 11-12 should say "analyze" rather than "evaluate" the impact of the author's choice RL 9. 9-10 needs to keep the "or interpretations" of a drama RL 10 is fine as is RL 11 is too broad. It should be more specific as to how many texts should be analyzed for grades 9-10 and grades 11-12 need to analyze more than one author's work.	11/30/2015 2:13 PM

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21	I know the workgroups came together to just work on their specific grade levels/subjects, but did ALL of the subjects come together for one grade level to see the load that was added to the school year? Did the workgroups take into consideration that the teachers have been writing curriculum to the current standards and they will VERY QUICKLY have to update/revise the curriculum to the new standards? Most schools just purchased new books/materials to match the current standards and that was thousands of dollars that they may not be able to use anymore. Missouri needs some consistency in education, and I think we are headed there - but in the meantime, there are frustrated teachers, administrators, and parents who are tired of going back and forth, changing, adding, updating... I appreciate the time each work group put into developing our new standards - I know it took a lot of your time and effort. I hope that you all read and evaluate every comment that is presented during this comment period to make our standards the best they can be.	11/30/2015 1:32 PM
22	The RL and RI sections are almost completely duplicated, therefore, they should be synthesized and made into just one strand.	11/30/2015 9:32 AM
23	A list of academic vocabulary is a necessity. Also, more specific skills need to be listed at the 6th-9th level.	11/30/2015 9:20 AM
24	As with all standards, teachers must decide what is relevant for their classes.	11/30/2015 9:12 AM
25	I would like to see a breakdown of literary terms/devices and figurative language at each grade level 6-12. Our district is trying to vertically align, and we are noticing a lot of overlap and neglect of certain terms. It would be nice to know which grade level is responsible for the introduction of terms.	11/28/2015 8:26 PM
26	I especially appreciate the nod to multiple types of text and media.	11/24/2015 7:33 AM
27	The current Missouri Learning standards have created a better curriculum base for our students. I would hate for curriculum to be changed only for political reasons, not for the betterment of our students who are succeeding with the current Missouri Learning Standards.	11/23/2015 3:15 PM
28	We have seen our students do well with the Missouri Learning Standards in the past few years. It would be a shame to change these standards for political reasons; I have seen my students blossom into strong critical thinkers as a result of our focus on the standards. If the general public was truly educated about what these standards ask of students and teachers, I believe they would support them.	11/23/2015 3:14 PM
29	Our students have shown great success with the Missouri Learning Standards over the past two years. Test scores have shown that the improved rigor has increased student success. The standards should not be driven by political reasons but by truly understanding the need for improved educational goals.	11/23/2015 3:13 PM
30	We have seen our students do well with the Missouri Learning Standards in the past few years. The increased rigor has caused our students to grow and rise to the challenge. The standards are helping prepare students for what they need in college and career, and it would be a shame to change them for political reasons. If people were truly informed and educated about the standards, I believe they would be supported.	11/23/2015 3:13 PM
31	1. This is a pathetic set of standards from which to teach when compared to the proposed K-5 standards which are detailed. It is obvious these two work groups made no attempt at trying to make sure there is continuity between elementary and middle school. 2. What exactly does RL11.6 and RI.11 mean?	11/23/2015 11:38 AM
32	CC is more well-composed, but a few of the proposed changes were an improvement (R.L. 10, R.L.11). If you have further questions, please contact me: craig.hurst@mjays.us I worked briefly with the model curriculum development, and would be happy to contribute again.	11/21/2015 7:59 AM
33	Interpret visual evidence of a text is confusing and not necessarily something that is always accessible How does interpreting the author's point of view enable students to be more college ready? Overall that is my problem with craft and structure. Love RL.11	11/20/2015 2:02 PM
34	Access to technology cannot be assumed. Standards must apply to every student.	11/20/2015 1:59 PM
35	If you must rewrite, try hiring a team consisting of whales, dolphins and chimpanzees. They could do a better job of writing "proposed standards."	11/20/2015 10:35 AM
36	Poor work. It scares me to think that this could be a set of standards for school districts to use.	11/19/2015 2:09 PM
37	Keep the current Missouri Learning Standards. Scrap the proposed standards.	11/19/2015 2:04 PM
38	Please do not add R.L 3 or 11 - they are both unnecessary. R.L 3 is redundant, as illustrations are included in texts and we already cover that in the current standards. R.L 11 is not appropriate in all classes, so it would be unfair to assess students on something that may not apply to all classes/units.	11/19/2015 1:59 PM
39	I believe it is best to just add additional standards to the current MLS standards rather than getting rid of the current standards and having to start our curriculum writing process from scratch.	11/19/2015 1:54 PM

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40	The standards are well written in the area of literary text. The teacher should be able to address the topics using many of the same materials that are currently in his or her classroom. The transition for students should be fairly easy. One item to help with text complexity would be to add a guideline of the lexile expectation for each grade level. Educators need to understand the expectation so that each grade level is pushing its students to reach both appropriate and complex text in daily instruction. By adding this, students would be ready for the reading level they would experience on the MAP test for that given grade level since they would be used to that type of rigor.	11/19/2015 8:24 AM
41	Please approve the adopted Missouri Learning Standards. The standards are providing students with the skills they need to work and learn in the 21st century. Stress on the teachers and students to adjust to a different set of standards and the amount of money and time spent to write curriculum that is aligned to the MLS are also very good reasons to approve the adopted Missouri Learning Standards.	11/18/2015 5:41 PM
42	I suggest a glossary of terms associated with these standards to help clarify the terminology in use.	11/18/2015 9:35 AM
43	Clarify what "visual elements" are in RL3.6. There aren't many visuals in fiction books for this age. Is it the front cover?	11/18/2015 9:17 AM
44	I am so disappointed in this document. The standards as presented are too general and have no reference to rigor or provide exemplars for Districts to use as a frame of reference. DO NOT ADOPT THESE PLEASE!!!!!!!!!!!!!!	11/17/2015 3:59 PM
45	I am disappointed in the quality of the rewritten standards; they appear to have been written by those with little background or depth of experience in reading or writing curriculum. The result is a bland, broad document that will serve no one well. I have taught for many years, and celebrated the Missouri Learning Standards as a natural next step up from the CLEs and GLEs. When one looks at the expectations of an AP class, a senior level technical writing class, or the ACT, it's easy to see that this new document does not approach the depth nor breadth students need to be college and career ready.	11/17/2015 3:46 PM
46	These standards address required critical thinking for literature.	11/17/2015 2:57 PM
47	This comment pertains to both the RL and RI standards. The elementary and middle schools use the STAR reading assessment and have invested time and energy in this system. One of the benefits is that it provides feedback to the teachers about individual student achievement levels. If these standards change, then they will not correlate directly to the common core and provide useful data without spending a lot of time correlating them to whatever standards might apply. This is another example of the wasted time and money.	11/17/2015 11:55 AM
48	I think it would be very helpful to format the standards in the same way for K-5 and 6-12.	11/15/2015 7:19 PM
49	Overall, the standards do not differentiate much between grade levels. The wording may change slightly, but the overall skill is either the same through grade levels or does not align through grade levels.	11/13/2015 2:02 PM
50	I appreciate that the language was often simplified when compared to the original standards. However, I would look to see the overall level of the writing be simplified even further. I hate that it feels like the people writing the standards are trying to show me how smart they are when it comes to word choices and sentence structure.	11/13/2015 1:33 PM
51	Why make these changes when overall they are basically the same. Not cost effective.	11/13/2015 1:23 PM
52	I like the easier reading of the standards but this also makes them open to interpretation and what that standard looks like when being tested. Why not just keep the common core? The wording is fine. Missouri isn't changing what we test but how the standards are worded. Why? Can we have some consistency for awhile?	11/13/2015 1:15 PM
53	There was not that much difference between the current and the proposed other than a few minor wording changes and taking off the example type stuff which actually some people may have found more helpful if they are not sure what it all is included in that standard.	11/13/2015 11:11 AM
54	The organizational pattern chosen worked well for me. I think it is easily accessible because standards are divided between task modes. Please do not change this!	11/13/2015 10:38 AM
55	RL. 3 Interpret visual elements of a text and draw conclusions from them (when applicable) is not worthy of a separate standard. It easily falls under RL. 1 or RL.5 -"text " should be considered all elements of the piece, including visual elements.	11/13/2015 9:49 AM
56	It seem like our current standards are more specific and rigorous than those proposed.	11/12/2015 11:13 AM
57	I think the standards lean very heavily toward fiction with little explicit attention to poetry, its rhythm, rhyme, compression, and musicality. The standards also refer a lot to analysis of meaning without any attention to appreciation and the value the literary as art. I think the standards should acknowledge that we want students to become life-long readers of literature because of the pleasure of reading and rewards of reading. The standards might at least ask that students learn habits of self-awareness, reflection, cultural understanding, and appraisal of one's values by reading challenging and evocative literary works.	11/11/2015 5:04 PM

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58	Our current standards (the ones that were already adopted before the new ones) are great as is. These standards offer lots of rigor for our students. We have created an entire curriculum based on these standards, and our students showed major growth on the Smarter Balanced test this past year. We DO NOT want the Common Core Standards to be changed!	11/11/2015 3:19 PM
59	I like the Reading Literary test standards that we have. As I stated earlier, our teachers and our students have been working with this standards for the last 3 to 4 years. To be forced to revisit and rewrite because a group of uninformed citizens have made this part of their political agenda is frustrating and discouraging. Also, we shouldn't change them. I have seen great growth in my students and their abilities--making them more college and career ready because we have been using the MO Learning Standards the last few years. My students have met the rigor and are doing amazing things!! Stop changing what is working!	11/10/2015 4:07 PM
60	Teachers are puzzled by the animosity of some groups of people against our standards. It seems to not be based in fact or reality; are opponents to the standards even looking at this analytically and seeing the progress our students are making? It seems to be out of politics only and based on emotional reactions. If we change our standards, it will have a detrimental effect on our students and the future of our state. I am worried that opponents to our current standards do not know what they are talking about, and their ignorance could have a far-reaching, negative impact.	11/10/2015 4:07 PM
61	I liked the Reading Literary test standards that we have. As I stated earlier, our teachers and our students have been working with these standards for 3 to 4 years. To be forced to revisit and rewrite because a group of uninformed citizens have made it a political cause is frustrating. We have seen amazing growth in student achievement--contrary to what the media may publicize. Students are rising to the challenge. Why stop them?	11/10/2015 4:00 PM
62	After working with the standards, I have found these standards to be very successful. I have seen dramatic growth in my students. The standards are clear, and I've been able to realign my curriculum to meet the rigor. I have been extremely proud of my students growth.	11/10/2015 4:00 PM
63	They are more streamlined.	11/9/2015 1:13 PM
64	The thing that I like is the overall structure. I like the idea of "Approaching the text as a reader", a writer, and a researcher. Overall, though, I am dramatically unimpressed.	11/9/2015 11:52 AM
65	These standards are not appropriate for instruction. In districts where teachers are supported and contents vertically aligned, the gaps will be filled in some way. In other districts, students will suffer as they are left to the instructional whims of individuals who may or may not understand their content.	11/9/2015 11:34 AM
66	ELA is a complex area and needs more than a vague idea of what students need to be successful. There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:29 AM
67	These have to be more specific, it is too open for interpretation from teacher to teacher. I worry that we will see huge gaps and certain important content will be lost. You have created a moving target that we can not be expected to hit. INCLUDE ACADEMIC SPECIFIC VOCABULARY!	11/9/2015 11:27 AM
68	ELA is a complex, NOT black and white, content. These standards leave too much to "guess." It is not clear what students are expected to know.	11/9/2015 11:26 AM
69	At first glance the proposed standards appear to be a minimalist version of the original. Unfortunately, too much was pared down in order to be useful for educators. Please leave the academic vocabulary in place in order to give guidance to the teachers.	11/9/2015 11:23 AM
70	The condensed language is appreciated.	11/9/2015 11:09 AM
71	I like the proposed standards, but I don't like how you numbered them. It is stupid to put the grade level after the standard number.	11/9/2015 10:51 AM
72	I would appreciate a suggested grade-level reading list.	11/9/2015 8:19 AM
73	It looks and sounds like Common Core, but they are (if even possible) even more vague. Another attempt at politicizing something within a year instead of giving it a chance to work with our school and our students. But... they are standards, they are relevant, and they are for life-long learners.	11/8/2015 6:26 PM
74	These comments are about all of the 6-12 standards. I feel that they are very vague. If they were organized more like the K-5 standards, it would help teachers. As a 6th grade teacher, I will have to get with 7-8 ELA teachers to determine which standards we will teach at the different grade levels. Previous standards even told if it was an English I or II standard. Without this, we will spend a lot of time determining which grade level or course will teach which standards. It seems that the math committee took this into consideration. I think there should be consistency in the layout across the subject areas.	11/6/2015 1:47 PM
75	I like the new addition of RL.3,7, and 11.	11/6/2015 10:48 AM

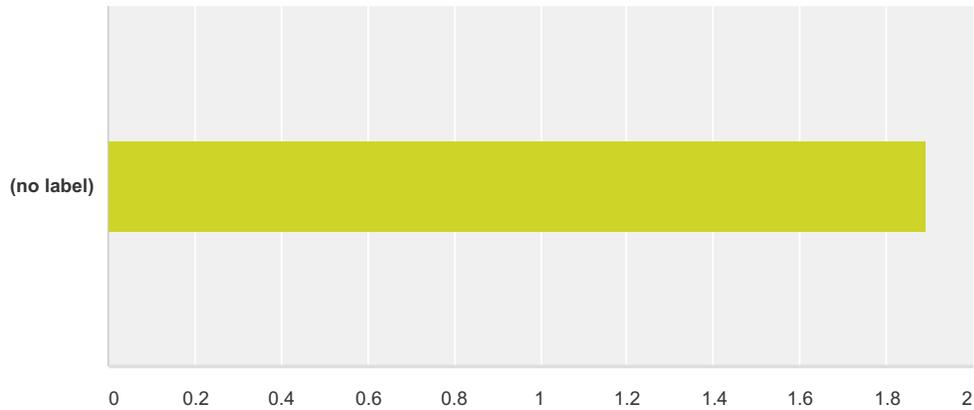
HB1490 Work Group - English Language Arts (ELA) 6-12

76	I appreciate the addition of the standards RL3, RL7, and RL11. I believe that these standards are very beneficial and will allow the students to further their education to new heights.	11/6/2015 10:48 AM
77	I really appreciate the addition of RL.3, RL.7, and RL.11.	11/6/2015 10:48 AM
78	The proposed ELA 6-12 standards improve upon the existing Missouri Learning Standards by clarifying ambiguous language and condensing the total number of standards expected of students. I am very concerned that the proposed K-5 standards do not align to the proposed 6-12 standards, though. How can the 6-12 standards possibly work if K-5 standards do not appropriately prepare students?	11/6/2015 10:43 AM
79	Please use the rigorous, full form CCSS (current MLS) and Smarter Balanced Assessment.	10/30/2015 3:26 PM
80	If you want true standards that could be used for accurate assessment, this entire set needs to be rewritten under the advisement of actual teachers and curriculum specialists. This is a waste of teachers and students time. You are expecting them to be evaluated on a set of standards that looks like they have been pieced together like a badly made quilt. The fact that you keep changing things to make the department of ed look like some special force in our country is laughable. You are harming children and their futures. You are making teachers work so hard to meet expectations that are unrealistic, not developmentally appropriate, and quite frankly absurd. We have spent so many hours, just changing the standards each year. I have been a teacher for 15 years and am now an Instructional/Technology Coach and am appalled by your lack of respect for teachers. Use the resources you have, you have some of the best teachers in the country and you throw their opinions to the side like they know nothing. I truly pray that you will figure out a new plan versus this garbage you have set forth.	10/30/2015 9:47 AM
81	The standards/strands are too lengthy, nebulous in some cases, and dare I say it.....gobbledygook.	10/29/2015 5:13 PM
82	What you have written is too lengthy, nebulous in some cases, and not relevant in other cases.	10/29/2015 5:06 PM
83	These standards mirror the progression and rigor of our current standards. AMEN!	10/27/2015 9:34 AM

Reading Informational Texts

Q12 The standards in this strand are developmentally appropriate.

Answered: 93 Skipped: 390



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	49.46% 46	20.43% 19	21.51% 20	8.60% 8	93	1.89

#	Suggested revisions for standards:	Date
1	Generally speaking, the level of analysis dictated by the standards is appropriate (since they closely follow the framework of our current Missouri Learning Standards). However, there has been a clear omission of the phrase "complex texts." We do ourselves and our students no favors by "dumbing down" the level of texts they should be reading. The problem was never the use of complex texts - simply the instruction and scaffolding around the texts. Who will determine "appropriate for grade level"? Complex texts - as defined by the CCSS - were designed to match and then challenge students, meaning the existing framework around "developmentally appropriate" IS appropriate. There should be mention of complex texts.	12/2/2015 2:44 PM
2	RI 9-11 should not be separated out from RI 1-8; in doing so, less analytical thinking is required from our Missouri students. For example, not only should students "identify the main idea or claim of a text" (RI4) for a single text, but the main ideas/claims should be compared among texts. It appears that RI 10 is trying to get students to compare themes and topics among texts, but the developmental flow from RI.10.6 to RI.10.11-12 seems delayed. Students can and should synthesize as early as 6th grade, not wait until grades 11-12.	12/1/2015 3:33 PM
3	RI.11.7-I fear this would rely too much on a child's background and not their ability to read and analyze a text given.	11/30/2015 4:19 PM
4	RL.11 would be better with examples included.	11/30/2015 4:16 PM
5	See Overall Comments	11/30/2015 2:31 PM
6	See Overall Comments	11/30/2015 2:29 PM
7	See below	11/30/2015 2:29 PM
8	Please read comments below	11/30/2015 2:28 PM
9	RL1 and RI1 the proposed standards are exactly the same by grade level. There is no differentiation between expectations for informative text and literary text. The need to have separate standards is not understood. Why divide them if the reader will "attack" the standards in the exact same manner.	11/30/2015 1:27 PM
10	This standard is broad and needs examples provided. Standard: Interpret visual elements of a text and draw conclusions from them (when applicable). The teacher needs to know which visual elements need to be addressed (graphs, charts, maps, etc.).	11/30/2015 11:52 AM

HB1490 Work Group - English Language Arts (ELA) 6-12

11	I don't understand how standards for grades 6-12 can be worded the exact same and be developmentally appropriate. Either the standards for 12th grade are written too low or the standards for 6th grade are written too high. There needs to be some scaffolding present where students build upon their skills and the expectations/standards differ as students progress.	11/30/2015 9:42 AM
12	more specific skills listed for expectations, especially in 6th-9th grade levels	11/30/2015 9:27 AM
13	More specific skills listed for expectations especially in 6th through 9th grade levels.	11/30/2015 9:26 AM
14	I am very concerned about the fact that the numbering system with the new standards does not match up with what we have been using. The new "standard 2" is not the same or similar to the prior "standard 2". This creates a tremendous amount of work for teachers who have worked so hard to align their curriculum to the CCSS.	11/24/2015 6:42 AM
15	RI - 11 - What does inform the text really mean? The wording needs to be changed in order to clarify meaning..	11/20/2015 1:53 PM
16	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:48 AM
17	Although the RI proposed standards do not appear to be as decimated as the RL standards, adequate scaffolding and definitions for terms and skills are not as excellent as the current Missouri Learning Standards.	11/20/2015 10:45 AM
18	Not good.	11/19/2015 2:13 PM
19	RI.11.6 Determine how the text reflects historical and/or cultural contexts. Clarification is needed here. Often a text will give a date, use dialects with characters, references are made to historical events. Please list some examples of these reflections that you are looking for.	11/18/2015 9:42 AM
20	I noticed the the standards became pretty vague compared to previous standards. RI 6.6 I like how it now uses the same verbage as the RL 6.6	11/18/2015 9:28 AM
21	6th grade is a transitional level. The language needs to reflect an acceptable range of quality when it comes to end of year standards.	11/18/2015 9:20 AM
22	RI.2.6-12: They are all the same. They are too broad and general. The current MLS has more of a breakdown for each grade level.	11/17/2015 12:19 PM
23	I find it concerning that several of the standards are verbatim throughout 6-12 grades. How do we expect students to develop skills if they're expected to maintain and not further develop the same skill? I understand increased text complexity, however, how are we guaranteeing that text complexity across the state is comparable?	11/16/2015 8:54 AM
24	The standards are the same across the board.	11/13/2015 1:55 PM
25	Many of the standards have implications that could be misinterpreted or missed completely by teachers. Implications are not enough, specific details are necessary. For instance, on RI 9-10 the current MLS says, "including figurative, connotative, and technical meanings" whereas the proposed standards do not give these specific details. Standards need to be written with less vagueness and more specific examples of what needs to be covered in the classroom.	11/13/2015 1:24 PM
26	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
27	Many standards are repeated across multiple grade levels. What is the threshold of growth? How will we measure that? There is no clear picture of what success looks like at each grade level.	11/9/2015 2:11 PM
28	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:38 AM
29	Include the academic vocabulary in the standards so teachers can see what the expectations are for each grade level.	11/9/2015 11:35 AM
30	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
31	RI.8: This standard in particular seems to go well above the expectations found in the Common Core State Standards. One critique of CCSS is that it makes unrealistic expectations of what high school students should be able to achieve. More clarification as to the expectations for this standard might make it more clear what students are expected to do. For example, if in the 9-10 standard, students are expected to identify different kinds of fallacious reasoning, I think that is asking too much. However, if they simply need to be able to say, "Something doesn't quite add up," they should be able to do that.	11/9/2015 8:31 AM

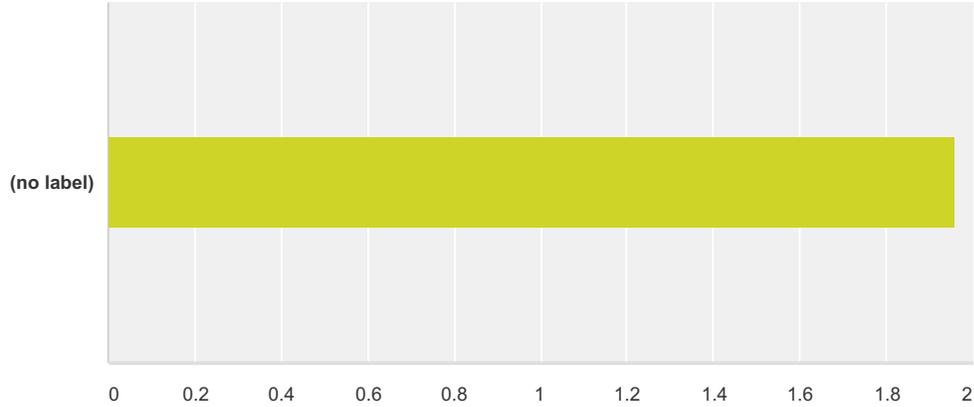
HB1490 Work Group - English Language Arts (ELA) 6-12

32	RI.7.7 introduces rhetorical devices at 7th grade. This will be challenging--students are still working on figurative language, syntax, etc. And it does not delineate which rhetorical devices--this isn't fair to students or to teachers. We need progressions. RI.4.9-10 shifts from determining central ideas to two or more. (or more) is a significant change and may be quite challenging for students.	10/27/2015 9:41 AM
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Reading Informational
Texts

Q13 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 93 Skipped: 390



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	45.16% 42	23.66% 22	21.51% 20	9.68% 9	93	1.96

#	Suggested revisions for standards:	Date
1	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. In many cases, attempts to "stair step" skill sets at each grade level feel contrived. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
2	There appears to be no coordination from K-5 to 6-12. This will be detrimental to Missouri students.	12/1/2015 3:33 PM
3	The standards are too similar throughout the standards for each grade level.	12/1/2015 3:20 PM
4	Standards are too similar for each grade level.	12/1/2015 3:20 PM
5	RI.4.11-12 - I am not sure that all informational texts connect to human nature and the world. RI.5.11-12 Do all informational texts have aesthetic impact? Seems like we did some copy and pasting here from the RL standards...I also think (like with the RL standards) that the broad heading standards are much more coherent than the breakdown by grade level.	11/30/2015 6:06 PM
6	There are some terminology inconsistencies. RI.4- The standard says "main idea," yet in the 8th grade strand it says "central idea." It would be nice to keep the terminology consistent. RI.10-It uses the word "theme" when everywhere else in the nonfiction/informational standard it says central or main idea. Too many words for the same thing. Stick with main idea or central idea for nonfiction. RI.3- The phrase "visual elements" means text features, right? Why not call them text features since that's what everyone says anyway.	11/30/2015 4:30 PM
7	In RI.3- the standards show no growth or change throughout the grade spans.	11/30/2015 4:16 PM
8	See Overall Comments	11/30/2015 2:31 PM
9	See Overall Comments	11/30/2015 2:29 PM
10	See below	11/30/2015 2:29 PM
11	Please read comments below	11/30/2015 2:28 PM

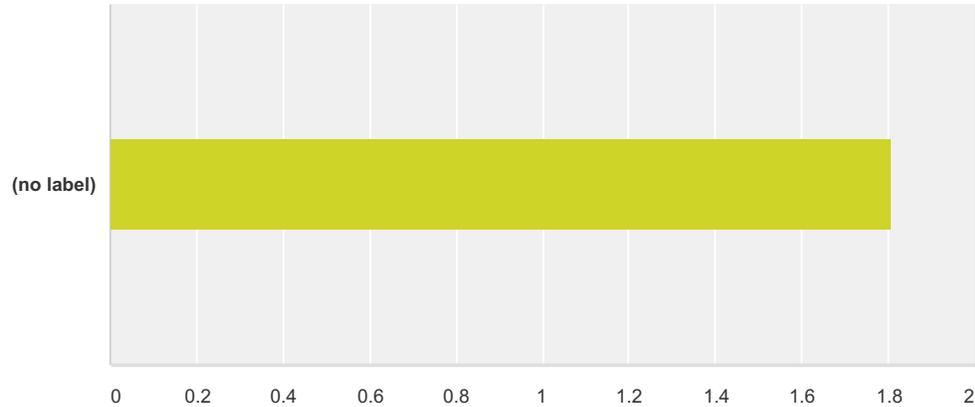
HB1490 Work Group - English Language Arts (ELA) 6-12

12	RL3 and RI3 - The standard proposed is the same from 6-12 and is too vague. There is no differentiation and no thought to rigor included in the proposed standard. Could this be combined with another standard. RL11 and RI11 as proposed are too vague and seem to be pulled from RL10 and RI10. RL10 to "explain relationships among texts of various genres that address similar themes/topics" is where the RL strand "analyze how historical and/or cultural contexts inform the text" should be included. I do not understand why the additional strand needed to be created, especially since the 11 strand is too vague. The current MLS is a better option than the proposed.	11/30/2015 1:27 PM
13	Standards for RL and RI practically mirror each other. They need not be separated. Within the standards, several standards could be combined. RL and RI 2 offers no articulation by grade level. There is articulation in RL and RI 7 which is pretty much exactly what belongs in RL and RI 2. The two standards belong together. RL and RI 11 belong within RL and RI 8. Developing assessments for many of these standards will also be challenging as there is little guidance as to specifically which literary forms should be addressed at each grade level.	11/30/2015 12:42 PM
14	There is not a path when the standards are worded the exact same. Example: RI.2 and RI.3 are the exact same and horribly vague. "When applicable." Is this "coherent?"	11/30/2015 9:42 AM
15	standards need to be more explicit in terminology and again more specific skills listed at 6th-9th grade levels	11/30/2015 9:27 AM
16	The wording of the standards do not change often throughout grade levels.	11/30/2015 9:27 AM
17	Progression in the standards would make them better moving from grade level to grade level.	11/30/2015 9:10 AM
18	I am very concerned about the fact that the numbering system with the new standards does not match up with what we have been using. The new "standard 2" is not the same or similar to the prior "standard 2". This creates a tremendous amount of work for teachers who have worked so hard to align their curriculum to the CCSS.	11/24/2015 6:42 AM
19	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:48 AM
20	Once again, vertical progression is lacking in the proposed standards. Vertical progression needs to follow our Missouri Learning Standards so that teachers have a guide in helping students build upon prior knowledge. Without this progression, teachers will begin teaching the same skills again and again and students will not progress.	11/20/2015 10:45 AM
21	There are many instances where there is no variation on the standard at different grade levels. This is problematic.	11/19/2015 2:13 PM
22	RI.2.6-12: They are all the same. They are too broad and general. The current MLS has more of a breakdown for each grade level.	11/17/2015 12:19 PM
23	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
24	I'm not sure whether I should interpret this as being cyclical or linear. There are subtle differences between the standards for each grade level and it's difficult to interpret what subtleties we're supposed to pick up on. I would recommend revising to follow a sort of parallel structure. Each one is worded uniquely but using common structure might show the similarities and differences more effectively.	11/9/2015 2:11 PM
25	The Same path is not a Coherent path. It's identical. Without specific vocabulary attached to grade level standards, there is no guidance for instruction or assessment, making success randomized.	11/9/2015 11:38 AM
26	The standards are the same for grade 6-8...how is this a coherent path through the grade levels. Please go back to including the vocabulary for each grade level.	11/9/2015 11:35 AM
27	There is no coherent path or specific ending goals. This leaves too much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
28	We need all the supporting vocabulary that is missing in this document. Some teachers will not be able to prepare students because the vocabulary is not clear many assumptions are used. We have spent five years aligning and this now makes it a guessing game.	11/9/2015 11:06 AM
29	RI.3: I don't like how this standard is written exactly the same way across grade levels.	11/9/2015 8:31 AM
30	RI3 is 1) exactly the same as RL3, but, more than that, the standard is the exact same through all grades 6-12. Do we not require more rigor as the student goes through each grade?	10/30/2015 12:32 PM

Reading Informational
Texts

Q14 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 93 Skipped: 390



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.91% 52	17.20% 16	17.20% 16	9.68% 9	93	1.81

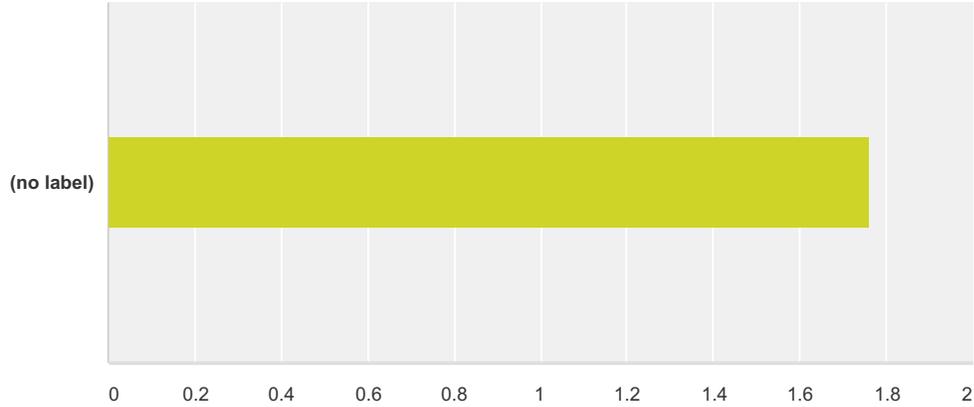
#	Suggested revisions for standards:	Date
1	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. In many cases, the specificity of language and examples offered in our current standards indicate the level of rigor. Without that specificity, the language of the new standards is somewhat general, making it difficult to ascertain how the level of rigor truly spirals. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
2	See comments above.	12/1/2015 3:33 PM
3	I just want to make sure we are still advocating that these are LITERACY standards meaning they do not fall on the shoulders of one teacher.	11/30/2015 6:06 PM
4	See Overall Comments	11/30/2015 2:31 PM
5	See Overall Comments	11/30/2015 2:29 PM
6	See below	11/30/2015 2:29 PM
7	Please read comments below	11/30/2015 2:28 PM
8	RL11 and RI11 as proposed are too vague and seem to be pulled from RL10 and RI10. RL10 to "explain relationships among texts of various genres that address similar themes/topics" is where the RL strand "analyze how historical and/or cultural contexts inform the text" should be included. I do not understand why the additional strand needed to be created, especially since the 11 strand is too vague. The current MLS is a better option than the proposed. What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases.	11/30/2015 1:27 PM
9	No direction or articulation across grade levels is given for numerous objectives. Others just borrow a different verb from the DOK worksheet in order to differentiate between grade levels.	11/30/2015 12:42 PM
10	Again, perhaps it's rigorous for 6th graders but when the same standard is evaluated across the board, that doesn't indicate rigor for 12th graders. Several standards show a logical progression but why wasn't this done across the board with all standards?	11/30/2015 9:42 AM

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11	What is rigorous for one educator may not be rigorous for another.	11/30/2015 9:27 AM
12	Standards need to be more explicit in terminology and again more specific skills listed at 6th through 9th grade levels.	11/30/2015 9:26 AM
13	Using the word rigor to describe the "proposed standards" is secular heresy.	11/20/2015 10:45 AM
14	No rigor present. The expectations used with these standards are way to low.	11/19/2015 2:13 PM
15	RI 8.6 Is this rigorous enough? Should we add "evaluating argument" ?	11/18/2015 9:32 AM
16	How is expecting a 6th grader to do the same thing as a 12th grader just on a harder text rigorous?	11/16/2015 8:54 AM
17	Greater rigor through mandated writings, detailed analysis, more opportunities for revision	11/13/2015 2:08 PM
18	Specificity is necessary when it comes to the standards because vagueness needs to be eradicated in order to allow greater understanding of what needs to be done within the classroom.	11/13/2015 1:24 PM
19	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
20	These standards are exactly the same. How is that rigorous?	11/9/2015 2:11 PM
21	Again, with no specific expectations listed by grade level, and with no academic vocabulary, leaving the depth and rigor of instruction up to individual teachers, there will be a wide variety of instructional quality offered to students. The standards must specify levels of understanding and depth of questioning to assure rigor in all grade levels.	11/9/2015 11:38 AM
22	Please put the vocabulary back into the standards in order to document what the expectations are at each level. Without specific, known learning targets, the standards lower expectation and provide an easy path to completion...which is not what we want for our students.	11/9/2015 11:35 AM
23	There is no specific path. This leaves too much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
24	I am concerned that some elements (especially RI.8) goes above reasonable expectations of what students should be able to achieve at a secondary level.	11/9/2015 8:31 AM
25	RI.8 talks about "evaluating" the author's arguments. Some tools are necessary for that task, and one of the important sets of tools is contained in a course on logic. I have taught a 300 level course on applied ethics at MWSU for a number of years. Even the college juniors and seniors in my classes are not knowledgeable about logic. I would like to see some foundation taught and applied in high school. This may be one place for it.	10/30/2015 4:32 PM
26	RI.7.7 introduces rhetorical devices at 7th grade. This will be challenging--students are still working on figurative language, syntax, etc. And it does not delineate which rhetorical devices--this isn't fair to students or to teachers. We need progressions. RI.4.9-10 shifts from determining central ideas to two or more. (or more) is a significant change and may be quite challenging for students.	10/27/2015 9:41 AM

Q15 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 89 Skipped: 394



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.06% 49	22.47% 20	13.48% 12	8.99% 8	89	1.76

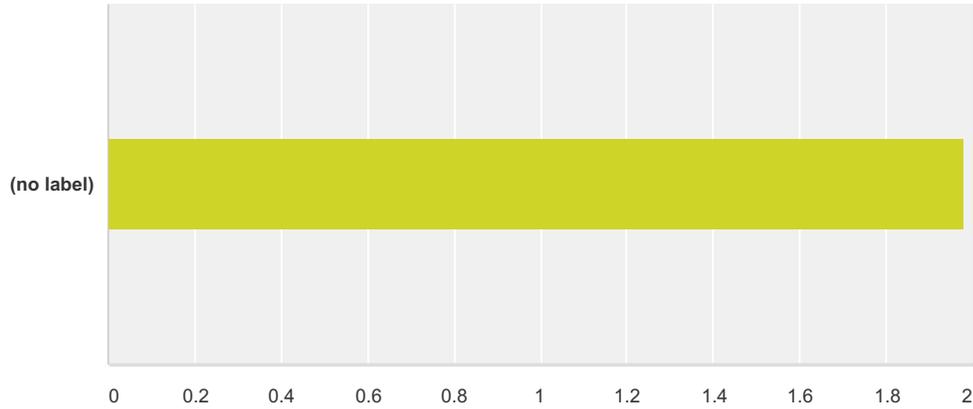
#	Suggested revisions for standards:	Date
1	Given that RL.2 and RL.3 offer no differentiation, it's difficult to foresee how assessment of this standard might differ across various grade level tests? The lack of specific language or examples (included in our current Missouri Learning Standards) is problematic – it's hard to know how to teach the standard, much less how to assess it. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
2	This is a moot point if the standards are not of quality.	12/1/2015 3:33 PM
3	RI.5.9-10 Prefer impact meaning to impact reader.	11/30/2015 6:06 PM
4	More examples will help us better assess these standards.	11/30/2015 4:16 PM
5	See Overall Comments	11/30/2015 2:31 PM
6	See Overall Comments	11/30/2015 2:29 PM
7	See below	11/30/2015 2:29 PM
8	Please read comments below	11/30/2015 2:28 PM
9	What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases. In order to assess properly in a classroom or state assessment, rigor needs to be added and addressed.	11/30/2015 1:27 PM
10	Numerous objectives cannot be assessed on a state assessment.	11/30/2015 12:42 PM
11	How will this standard be assessed? Will students be required to look at a chart, graph, picture, etc.? Interpret visual elements of a text and draw conclusions from them (when applicable).	11/30/2015 11:52 AM
12	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:27 AM
13	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:26 AM

HB1490 Work Group - English Language Arts (ELA) 6-12

14	With unclear progression, it would be unfair to teachers and students when it comes to assessment. Our test scores are better than ever, and there is a reason. Our curriculum is aligned with the current Missouri Learning Standards.	11/20/2015 10:45 AM
15	Just because they can be easily assessed in the classroom or on a state assessment does not mean the standards in the strand are good.	11/19/2015 2:13 PM
16	The expectations require a cultural and academic shift which cannot be assessed in single class session.	11/13/2015 2:08 PM
17	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
18	I believe it is inherently difficult to accurately asses ELA standards on state assessment. I do believe that things can be assessed, particularly in the classroom, but it is difficult to do it in the assessment patterns commonly used in school districts, particularly mine. Many of these are things that I observe, or that happen in the context of a conversation. Many more things should be assessed in the context of performance events. The problem is that ELA is inherently subjective, and students ability to do well is influenced by content knowledge in other subject areas as well.	11/9/2015 2:11 PM
19	Until the vocabulary is re-aligned, grade by grade, preparing for standardized testing will not be effective. Assessment can be built on the classroom level, but without a vertical alignment there is no confidence that all learning targets are being addressed.	11/9/2015 11:38 AM
20	Assessments are extremely hard to provide when the learning target is unknown and vague. When the standards are the same for three levels, how are we as educators supposed to know what to teach/test?	11/9/2015 11:35 AM
21	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
22	The standards at each grade level are agree it creates a guessing game and moving target for assessment. All Academic Vocabulary has been removed.	11/9/2015 11:06 AM
23	RI.7.7 introduces rhetorical devices at 7th grade. This will be challenging--students are still working on figurative language, syntax, etc. And it does not delineate which rhetorical devices--this isn't fair to students or to teachers. We need progressions. RI.4.9-10 shifts from determining central ideas to two or more. (or more) is a significant change and may be quite challenging for students.	10/27/2015 9:41 AM

Q16 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 91 Skipped: 392



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	41.76% 38	26.37% 24	24.18% 22	7.69% 7	91	1.98

#	Suggested revisions for standards:	Date
1	It's clear that the organization of this strand loosely follows our current Missouri Learning Standards. However, attempts to "whitewash" the language has fallen short. While it's understandable that some stakeholders would be interested in truncating the language of our current standards (with the idea that simple = straightforward), it's that very language that provides the detailed information needed to understand the standard's intent, the level of rigor, and how it differs along the vertical path. Please maintain the specific language of our current Missouri Learning Standards.	12/2/2015 2:44 PM
2	RI.1 and RI.3 should not be separated. This will cause confusion with educators and fragment instruction. The visual elements of a text should not be considered in isolation from the text as a whole, which is what seems to be implied by separating these two standards.	12/1/2015 3:33 PM
3	Simplify the language.	12/1/2015 3:20 PM
4	Simplify the language.	12/1/2015 3:20 PM
5	Instead of interchanging "central idea" and "main idea" please pick one term and use it consistently. RI.10: "Themes/Topics" suggests that these terms are similar when in fact they are quite different. Saying "Themes and topics" seem more appropriate.	11/30/2015 4:24 PM
6	RI.6.7-Proposed standard is confusing.	11/30/2015 4:19 PM
7	RI.3- Need more elaboration on defining "visual elements" of a text.	11/30/2015 4:16 PM
8	RI.4.8 - The overall standard description uses the word 'theme,' but the rest of the standards for RI and each standard description uses the word 'central idea.' Theme should be used for fiction texts only, while central idea should be consistently used in informational texts over theme.	11/30/2015 4:16 PM
9	See Overall Comments	11/30/2015 2:31 PM
10	See Overall Comments	11/30/2015 2:29 PM
11	See below	11/30/2015 2:29 PM

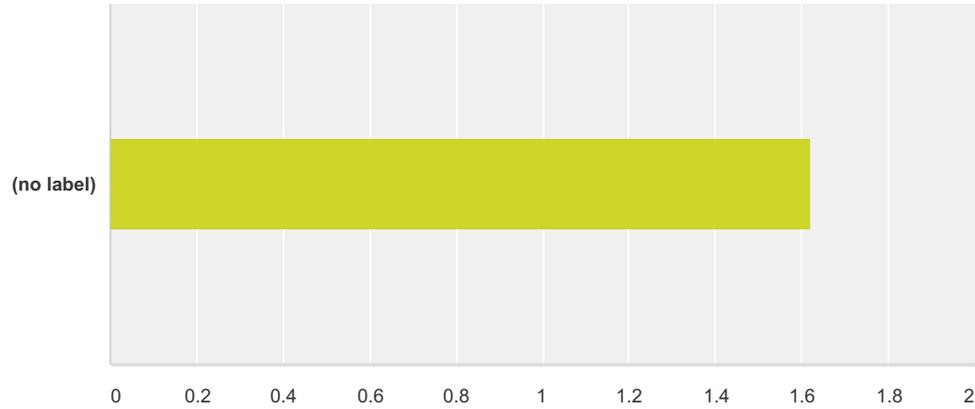
HB1490 Work Group - English Language Arts (ELA) 6-12

12	Please read comments below	11/30/2015 2:28 PM
13	They are so vague they are understandable but too non-specific to guide instruction.	11/30/2015 12:42 PM
14	Interpret visual elements of a text and draw conclusions from them (when applicable). (Too broad)	11/30/2015 11:52 AM
15	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:27 AM
16	The vocabulary is difficult at times.	11/30/2015 9:27 AM
17	6-12 standards are very vague and will be difficult for non educators to understand.	11/30/2015 9:26 AM
18	Teachers need to be given a list of academic vocabulary for both their own use and classroom use. For example, what exactly do we mean by "visual elements"?	11/30/2015 9:26 AM
19	A glossary of terms would be nice to help explain to parents and or make the standards more clear to teachers.	11/30/2015 9:10 AM
20	RI.11 - I don't understand the wording "inform the text." I noticed that the word 'reflect' is in each standard at grade level. Does reflection mean inform the text? If so, can the standard be reworded?	11/28/2015 8:34 PM
21	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:48 AM
22	Because these standards lack a clear definition for many terms, skills and concepts, they are unclear. The Missouri Learning Standards should be kept in place.	11/20/2015 10:45 AM
23	Just because they can be easily understood by educators and parents does not mean the standards in the strand are good.	11/19/2015 2:13 PM
24	RI 9.6 Define how a performance impacts personal interpretation. Too broadly stated. RI 3.6 Define the visual elements of a text.	11/18/2015 9:32 AM
25	RI.2.6-12: They are all the same. They are too broad and general. The current MLS has more of a breakdown for each grade level. Same for RI.7--too broad, too vague	11/17/2015 12:19 PM
26	The way the standards are currently "coded" makes the first standard read like a 1st grade standard, the 2nd standard like a 2nd grade standard, etc. They SHOULD be coded SUBJECT.GRADE.STANDARD NUMBER Additionally, because so many of the standards have been changed from CCSS (which we've been using in the interim), it will make it incredibly difficult for teachers to find resources without extensive translation of our standards to what other standards resources are aligned to.	11/16/2015 8:54 AM
27	On RI.9.9-10 and RI.9.11-12 it would be nice if there was a break down of what is analyzed in years prior to 9-12; specifically, what do students analyze prior to similar ideas or subjects? Do they not do this in previous years?	11/13/2015 2:04 PM
28	Many of the standards have implications that could be misinterpreted or missed completely by teachers. Implications are not enough, specific details are necessary. For instance, on RI 9-10 the current MLS says, "including figurative, connotative, and technical meanings" whereas the proposed standards do not give these specific details.	11/13/2015 1:24 PM
29	Less educator jargon	11/13/2015 10:40 AM
30	Explaining these standards to parents may be a challenge.	11/13/2015 10:36 AM
31	Develop a scope and sequence for R.I.2 Define an "objective" and "concise" summary in RI.4	11/12/2015 11:16 AM
32	As previously stated, it's difficult to understand the nuances. I need more specific language. I get lost in the fuzziness of the language.	11/9/2015 2:11 PM
33	These standards are absolutely not understandable for new educators or those who are not from a district where teachers routinely collaborate. Specific vocabulary must be added to the standards.	11/9/2015 11:38 AM
34	Too vague. Please add the academic language back in. Thank you. RJM	11/9/2015 11:35 AM
35	This would be difficult for a new teacher to comprehend or know where to begin This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
36	At each grade level it is not clear how that standard changes. This could be a moving target. All academic vocabulary has been removed.	11/9/2015 11:06 AM
37	RI.6: The 9-10 standards addresses "rhetoric," but there is no additional information provided about the elements considered part of this topic. Does this mean logos, pathos, and ethos, or does it mean something else?	11/9/2015 8:31 AM

Reading Informational
Texts

Q17 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 90 Skipped: 393



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	64.44% 58	15.56% 14	13.33% 12	6.67% 6	90	1.62

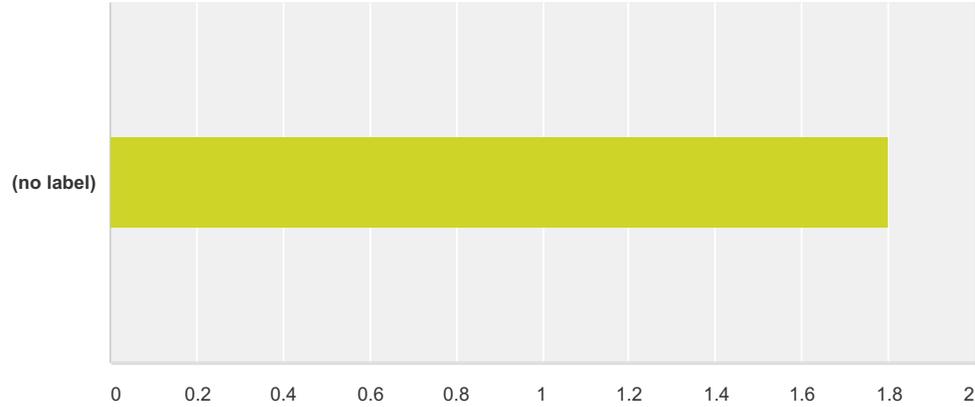
#	Suggested revisions for standards:	Date
1	There is no longer mention of "Analyze how and why individuals, events, or ideas develop and interact over the course of a text." This needs to be added.	12/1/2015 3:33 PM
2	I think there are some informational text skills that are absent, specifically for career readiness.	11/30/2015 6:06 PM
3		11/30/2015 2:36 PM
4	See Overall Comments	11/30/2015 2:31 PM
5	See Overall Comments	11/30/2015 2:29 PM
6	See below	11/30/2015 2:29 PM
7	Please read comments below	11/30/2015 2:28 PM
8	After using these standards for several years, students should be better prepared for college and/ or career.	11/30/2015 9:27 AM
9	Most students are not going to get what they need for college from the basic classes. They need the upper level advanced classes to get them ready for anything other than community college. Some schools simple do not have the resources to offer those upper level courses. For example, students graduating from our high school have an opportunity for only 3 college level courses where as other schools send their students to college with enough hours to be classified as a sophomore.	11/30/2015 9:26 AM
10	Seriously? This is a serious question? The proposed standards look as if a second grader incompletely copied and pasted lines from googled sources. Educators wrote the proposed standards? Really? No wonder society at large sometimes undervalues teachers!	11/20/2015 10:45 AM
11	Again, the rigor is so low there is no way students will be prepared for college/career. They won't even be prepared for dual credit or advanced placement courses.	11/19/2015 2:13 PM
12	Tasks must be started before high school in order for high school students to be able to continue their growth.	11/13/2015 1:55 PM

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13	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
14	It depends on the text. It is not inherently in the standards as listed.	11/9/2015 2:11 PM
15	Again, the standards are too vague and void of academic vocabulary to determine readiness Preparing students for higher ed and employment must be addressed by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:38 AM
16	Too vague. Please add the academic language back in. Thank you. RJM	11/9/2015 11:35 AM
17	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
18	At each grade level it is not clear how that standard changes. This could be a moving target. All academic vocabulary has been removed.	11/9/2015 11:06 AM

Q18 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 92 Skipped: 391



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	55.43% 51	18.48% 17	16.30% 15	9.78% 9	92	1.80

#	Suggested revisions for standards:	Date
1	See comments above.	12/1/2015 3:33 PM
2	I'm not really sure because I don't understand if we are supposed to know through reading this the specific things to teach or are we supposed to use common knowledge to cover certain things? I would like to see the standards more specific and explained more clearly. I want to see a difference in each grade level. I understand that reading complexity changes, but it repeats the same or nearly same skills for each grade level. I want to know what we are teaching differently in the 6th grade versus 10th grade. It leaves too much up for interpretation.	12/1/2015 3:20 PM
3	I would like to see the standards more specific for each grade level. Repeating the same skills for each of the six grade levels leaves too much to interpretation.	12/1/2015 3:20 PM
4	Heavily slanted towards college/white collar jobs... but I understand that educational equity means all students should have the option to succeed in any path that they choose.	11/30/2015 6:06 PM
5	The standards take out reading American literature. That doesn't encompass the content in the ELA area.	11/30/2015 4:16 PM
6	See Overall Comments	11/30/2015 2:31 PM
7	See Overall Comments	11/30/2015 2:29 PM
8	See below	11/30/2015 2:29 PM
9	Please read comments below	11/30/2015 2:28 PM
10	Reading - What is missing from the reading standards is the rigor. Lexile levels is needed or some type of documentation that would show an increase in rigor or text complexity as the grade level increases	11/30/2015 1:27 PM
11	Standards appear to cover the scope of the content well.	11/30/2015 9:27 AM
12	A list of academic vocabulary is a necessity. Also, more specific skills need to be listed at the 6th through 9th grade levels.	11/30/2015 9:26 AM
13	The new standards may be a little to concise and may need to be spelled out a little more.	11/20/2015 10:48 AM

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14	Missouri Learning Standards go deep and wide. There is no need for a change.	11/20/2015 10:45 AM
15	Many gaps present. It is evident these were written in isolation with no communication vertically or horizontally.	11/19/2015 2:13 PM
16	As Your determination of accuracy is not based on the student's own ability, but more on a set questionable expectation, then it' snot possible to be accurate	11/13/2015 2:08 PM
17	Again, by what parameters? I'm not sure how to address this prompt.	11/13/2015 2:04 PM
18	Develop a scope and sequence for R.I.2	11/12/2015 11:16 AM
19	These standards are too vague to be accurate in any way. There is much missing language that would identify the learning targets. Replace the vocabulary that specifies the targets.	11/9/2015 11:38 AM
20	Please put the vocabulary back into the standards in order to document what the expectations are at each level. Without specific, known learning targets, the standards lower expectation and provide an easy path to completion...which is not what we want for our students.	11/9/2015 11:35 AM
21	There is no specific academic vocabulary or specific ending goals. This leaves to much to guess and individual interpretation. We need academic vocabulary that follows grade level understanding. It would be very beneficial to have a team of content specialist teachers that are currently accountable to make sure that the students meet the standards.	11/9/2015 11:33 AM
22	At each grade level it is not clear how that standard changes. This could be a moving target. All academic vocabulary has been removed.	11/9/2015 11:06 AM

Reading Informational
Texts

**Q19 Overall comments regarding the
proposed standards for Reading
Informational Texts:**

Answered: 34 Skipped: 449

#	Responses	Date
1	Same comments for Info text strand as literary: The structural organization of the anchor standards does not make sense entirely. While I can see how standards 1-3 might lend themselves to a reader's lens and standards 5-8 to a writer's lens, the researcher lens does not seem a natural fit. In reality, we can approach both reading and writing - in all its complexity - with both a reader's and writer's lens, at any time. A research lens - or inquiry lens - can also apply to any literacy task. To say that some skills are more reading than writing or research than reading feels (again) contrived. There is much correlation between the structure of our current Missouri Learning Standards and these new proposed standards. These seemingly "insignificant" refinements have produced some significant departures from a solid body of work that will only create more confusion while burdening district resources (human, financial, time) in the "revision of minutiae." Also, how do these 6-12 standards align with K-5? Ensuring vertical alignment K-12 is the responsibility of our State Board of Education.	12/2/2015 2:44 PM
2	Be more specific like the GLEs. Also, give us professional development BEFORE testing.	12/2/2015 8:39 AM
3	Too much time and emphasis is placed on technical reading. Our children are not robots and should not be trained to act like robots, programmed by mind control ideas. Let's read the classics, enjoy good literature and be sure there is no anti-American bias in informational texts. No victim mentality!	12/1/2015 10:22 PM
4	On the crosswalk document, WR3 is backwards (Proposed Standards and Current MLS are switched in their columns.) PLEASE consult and cite the work of secondary reading experts: Penny Kittle, Chris Tovani, Nancie Atwell, Kelly Gallagher, and others.	12/1/2015 3:33 PM
5	I counted around 38 lessons that need to be taught. This doesn't count reteaching/remediation that will be needed because most students don't pick up things in 1 lesson. Those 30 lessons don't take into account the massive amount of reading that kids need to do during school to improve reading skills and to be exposed to a wide variety of genres and media in order to compare them. You've added a couple of things, RI.3.6 and RI 11.6. There is no way to cover all the standards before that was added. Not really helpful.	11/30/2015 8:32 PM
6	It's important that the balance of literary vs informational texts gets very clearly communicated to educators and the makers of curriculum. I believe CCSS advocated that by 12th grade, students should read 30% literary and 70% informational texts. Is this across all classrooms or just ELA? What is included in informational texts? etc. I just see this as being one of the main issues with CCSS that teachers are reluctant to take on and I think part of the issue is how it has been communicated (and the fact that the textbooks are mostly fiction, etc.)	11/30/2015 6:06 PM
7	The terms "theme" and "central idea" should not be used interchangeably. Be consistent in use. "Theme" should be used for fiction texts and "central idea" for non-fiction.	11/30/2015 4:21 PM
8	These are the opinions of two junior high educators.	11/30/2015 4:19 PM
9	These comments represent two educators.	11/30/2015 4:16 PM
10	RI. 1 (11-12) should add the word determining behind including. RI. 2 is sufficient as written. RI. 3 is sufficient as written. RI.4. Should not have more than one central idea in an informational text and all informational texts read will not relate to human nature and the world. This needs to be omitted Furthermore, the original standard reads "how it emerges and is shaped and refined by specific details; this statement needs to be added to the new standard (not omitted). (8) needs the addition of supporting details. (6-7) should change the wording from summarize the text distinct from personal opinions to "provide an objective summary". RI. 5 (9-10) needs to be more closely worded to (11-12). RI.6 (11-12) omits the academic term rhetoric which needs to be left in tact. RI. 7. (9-10 and 11-12) needs specific terminology added back to the new standard to include: connotation, context and technical meanings. RI. 8 Should not be specific to an author's argument it needs to be the argument presented in the text. RI.9 (9-10 and 11-12) needs to be closer in wording. RI. 10 no necessary changes. RI. 11 Why is there are separate standard for this?	11/30/2015 2:36 PM

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11	RI.1.11-12: after "including," add "determining" RI.4.11-12 & RI.4.9-10: Many Informational texts do not have two or more central ideas, so it would not make sense for students to be able to determine what those are. RI.4.8: add "supporting ideas" RI.4.7: change the summary portion to "provide an objective summary," in order to be aligned better with Literary texts RI.4.6: change summary portion to "provide a summary of the text" RI.5.9-10: Needs to more closely resemble 11-12 than 8th grade. RI.6.11-12: The term "rhetoric" needs to be used, as it is on assessments at this level, and taught as rhetoric at lower levels. RI.7.11-12: Add connotation and context RI.7.9-10: Include connotation and context RI.8: Most nonfiction/informational text will not have a specific argument, aside from very specific historical documents. Author's purpose may be more effective in this standard. RI.9.9-10 & 11-12: Need to look more similar to each other. RI.11: Most of the time, author's historical/cultural perspective does not influence nonfiction as much as Literature, so it should be placed in with another standard, rather than having it's own.	11/30/2015 2:31 PM
12	RI 1-needs to have differentiation between 6-10 RI 2-NEEDS TO HAVE DIFFERENTIATION BETWEEN 6-12-THEY CANNOT BE THE SAME.-9-10=word choice on meaning and tone, 11-12=analyze author's meaning of key terms and usage RI 3-add: "interpret visual elements through historical documented videos of a text..." RI 4-Delete 11-12 and keep MLS (does not make sense to have more than one central idea) 9-10=change "two or more central ideas" to "one central idea" RI 5-9-10 should look more similar to 11-12 than 6-8 RI 6- fine as is RI 7-9-12 keep the MLS "determine the meaning of words and phrases" and add connotation/context to the list of what needs to be taught. RI 8-change "author's argument" to "author's purpose" for 9-12-normally there is no author's argument RI 9-fine as is RI 10-fine as is RI 11-reword 9-12 to "Evaluate author's historical/cultural background and look for connections and reflections of his/her background in the text.	11/30/2015 2:29 PM
13	RI 1 needs to have differentiation between different grade levels 6-10 RI 2 needs to have differentiation between grades 6-12 (grades 9-10 should include analyzing tone and mood and grades 11-12 should include analyzing how an author uses a term over the course of a text RI 3 fine as is RI 4 it does not make sense to have more than one central idea for an informational text (that should be under READING LITERACY) RI 5. 9-10 needs to look closer to 11-12 RI 6 is fine as is RI 7 need to keep "determine the meaning of words and phrases as they are used in a text" and should add "connotation and context" RI 8 if the text is nonfiction, there will usually not be an author's argument. RI 9. 11-12 needs to be more general like 9-10 RI 10 is fine as is RI 11 needs to be reworded to "evaluate author's historical/cultural background and look for connections and reflections of his or her background in the text"	11/30/2015 2:29 PM
14	Why does RI.4.11-12 need two or more central ideas? Why isn't just one okay? RI.4.11-12 should add "how it emerges and is shaped and refined by specific details" RI.4.7.8 add "and supporting ideas" and RI.4.7, RI.4.6 should add "provide an objective summary" RI.6.11-12 use the term "rhetoric" RI.8 Some of these do not apply if the literature is non-fiction Again, on RI.10, what if it is non-fiction?	11/30/2015 2:28 PM
15	The reading standard need considerable revision to be effective.	11/30/2015 12:42 PM
16	Re-phrasing of individual skills makes the standards unclear. For example, it is unclear what the difference is between "contributes to meaning" and "impacts the reader" (RI.5).	11/30/2015 9:52 AM
17	A list of academic vocabulary is a necessity. Also, more specific skills need to be listed at the 6th-9th grade levels.	11/30/2015 9:27 AM
18	Is an additional standard necessary? I don't see the point as visual elements can be incorporated into other standards.	11/23/2015 8:32 AM
19	If you must rewrite, hire a team of professionals who actually know how to read and write informational texts.	11/20/2015 10:45 AM
20	These are very poor. I have major concerns if these end up being standards for schools in Missouri. We would be taking several steps backwards.	11/19/2015 2:13 PM
21	Please approve the adopted Missouri Learning Standards. The standards are providing students with the skills they need to work and learn in the 21st century. Stress on the teachers and students to adjust to a different set of standards and the amount of money and time spent to write curriculum that is aligned to the MLS are also very good reasons to approve the adopted Missouri Learning Standards.	11/18/2015 5:42 PM
22	The standards address critical thinking necessary for success in life.	11/17/2015 3:00 PM
23	not that much difference notes other than minor wording changes and making some shorter.	11/13/2015 11:12 AM
24	RI1.8: textual evidence coupled with inference RI4.8: central idea and summary together? RI5.8: author's choice makes sense	11/13/2015 10:40 AM
25	RI. 3 Interpret visual elements of a text and draw conclusions from them (when applicable) is not worthy of a separate standard. It easily falls under RI.1 or RI.5 -"text " should be considered all elements of the piece, including visual elements.	11/13/2015 9:51 AM
26	Thanks for leaving the choice of texts to teach up to local districts and their professional teachers.	11/12/2015 11:16 AM
27	They are more streamlined and not content specific.	11/9/2015 1:14 PM

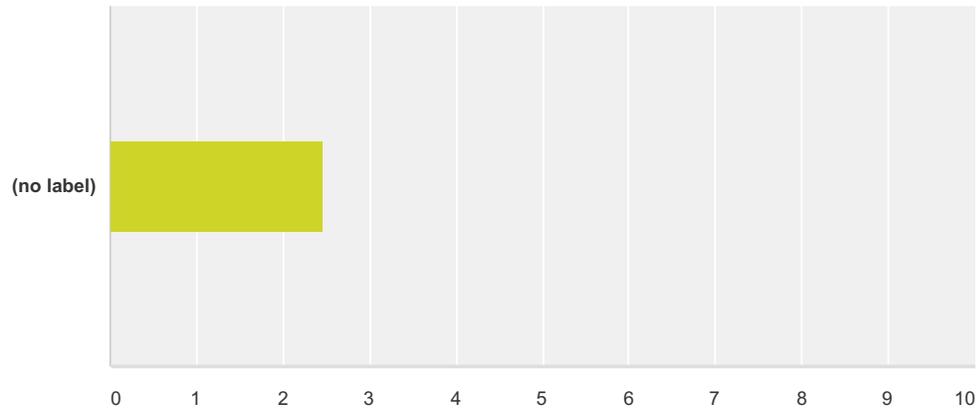
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28	These standards are not appropriate for instruction. In districts where teachers are supported and contents vertically aligned, the gaps will be filled in some way. In other districts, students will suffer as they are left to the instructional whims of individuals who may or may not understand their content.	11/9/2015 11:38 AM
29	I like the proposed standards, but I don't like the way that they are numbered. It is stupid to put the grade level after the number of the standard.	11/9/2015 10:53 AM
30	Can I ask what is the purpose for using the terminology "rhetorical devices" on RI7 when listed on the I-B page, but not specially listed on the standard itself? Could we choose to use a different terminology that is more kid friendly?	11/6/2015 10:53 AM
31	Could we please change the word "rhetorical" in RI.8?	11/6/2015 10:53 AM
32	In the RI.7 could the word rhetorical be replaced with a word that is more kid friendly?	11/6/2015 10:53 AM
33	The proposed ELA 6-12 standards improve upon the existing Missouri Learning Standards by clarifying ambiguous language and condensing the total number of standards expected of students. I am very concerned that the proposed K-5 standards do not align to the proposed 6-12 standards, though. How can the 6-12 standards possibly work if K-5 standards do not appropriately prepare students?	11/6/2015 10:44 AM
34	For the most part, these standards and progressions mirror our current standards--a few revisions. More concise and clear.	10/27/2015 9:41 AM

Writing and Researching

Q21 The standards in this strand are developmentally appropriate.

Answered: 163 Skipped: 320



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.67% 50	12.88% 21	36.20% 59	20.25% 33	163	2.46

#	Suggested revisions for standards:	Date
1	It's hard to know if these are appropriate because as far as language standards go, there are none except for what is in box C for each grade level.	12/3/2015 11:49 AM
2	Due to the brevity of each grade level standard, it's too difficult to determine if these standards appropriately align with high expectations for our secondary students. For example, the research standards are written from a very general, very global perspective. In reality, I would expect upper elementary students to begin thinking about relevancy and credibility of sources (which doesn't appear until 8th grade). These statements are too simple to capture the nuance and complexity that is research. I would hope we'd expect much more of our secondary students than what is articulated here. The same could be said for WR.2: a reflective conclusion in a narrative isn't important until 8th grade? I would hope our upper elementary students would work toward this as well.	12/2/2015 2:44 PM
3	Be more specific like the GLEs.	12/2/2015 8:40 AM
4	The language for WR.1.9-10 needs to be brought down all the way to 6th grade. We are doing a disservice to students by not including the verbiage included for 9-12 including: self-generated questions, CREDIBLE sources (print and DIGITAL), solve a problem. Children as young as K need to be researching self-generated questions and solving problems. This is evident in work being done across the nation with STEM education, as well as research on student motivation, among other reasons.	12/1/2015 3:30 PM
5	I always get a bit nervous that the only writing types are narrative, argumentative and expository. I worry that teachers will not then teach persuasive, or a critical analysis, etc.	11/30/2015 6:16 PM
6	Ideas are not fluent from one grade level to the next. Concepts needed for middle level grades are not taught before middle level grades	11/30/2015 5:25 PM
7	WR.2.6-WR.11.12 - I like how clear narrative, expository, and argumentative are placed at grades 6-8.	11/30/2015 4:44 PM
8	WR.1. 11-12; 9-10; 8; 7; 6 - plagiarism should be addressed along with digital citizenship	11/30/2015 4:43 PM
9	In WR.1. the standards need to mention avoiding plagiarism as a focus. Developmentally, these students need to be reminded of this and teachers need to include digital citizenship as a focus.	11/30/2015 4:37 PM

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10	All writing standards should be clarified to have details that are specific to the standard. The general nature of these standards would make it all but impossible for a new teacher to use these and know what to teach at any given grade level.	11/30/2015 4:37 PM
11	See Overall Comments	11/30/2015 2:39 PM
12	See below	11/30/2015 2:39 PM
13	See Overall Comments	11/30/2015 2:39 PM
14	Please read comments below	11/30/2015 2:37 PM
15	Starting with the third grade requiring a works cited page or bibliography is starting way too young. When the students reach sixth grade, they could begin learning a format that uses a works cited page. Students tend to get bad habits that cannot be overcome if they start too soon.	11/30/2015 1:23 PM
16	I think this will be true after the children have gone through all the lower standards before they reach me. It will take several years for this statement to be true.	11/30/2015 9:29 AM
17	Different wording between WR.1.8, 1.7 and 1.6. This is confusing. Only three types of writing listed for WR.2. where is poetry or other types of writing beyond those three categories? Different wording again for WR.3--also confusing.	11/30/2015 9:26 AM
18	Please revise standards so that they are listed in bullet format. This will allow beginning teachers	11/30/2015 9:24 AM
19	There appears to be a great deal of repetitive language throughout this entire document. For example, in W.1, this verbiage appears in all grade levels: "gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system." Shouldn't there be specific, increasingly difficult language included for expectations at each grade? The repetition occurs at most levels throughout all standards. This makes the document very vague. More specificity is needed to provide a coherent, rigorous, and understandable blueprint for educators to follow. These appear to have been written in a hurry by people working under a tight deadline.	11/28/2015 9:57 AM
20	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills.	11/23/2015 3:38 PM
21	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it.	11/23/2015 3:32 PM
22	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM

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23	<p>The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.</p>	11/23/2015 3:27 PM
24	<p>Research being placed first may take away from the three genre types.</p>	11/23/2015 8:44 AM
25	<p>Similar to the Reading Literature Standards, the Writing Standards were more organized on CC. I was more concerned with the content of the former, but the latter, I am more concerned with the way they are organized. Simply put, CC separated the aspects of writing in a way that made more sense to look at. Writing is naturally more complex and comprehensive, but how they were separated into more standards before helped isolate key ideas. Additionally, my other concern comes from the wording of the forms of writing as they move into high school. More specifically, I am talking about the phrase "self-select and blend (when appropriate) narrative, expository, and argumentative writing techniques." As I understand it, this is saying to blend the forms of writing, narrative, expository, etc. so that say, in a research paper, the writer should think to employ perhaps some of the language elements of a narrative. The problem is that you wouldn't blend elements of a research or argumentative paper into a narrative. You could make part of the research paper argumentative and part of the argumentative researched-based, but I also believe it would be too much to try to weave in elements of the narrative to that as well. 'Blend' additionally is broad term. I know most of my criticism is that the changes are too specific. This is too broad. My bigger concern with this though is that it diminishes the importance of the three assignments. By having them separated as CC states them, it makes them clear goals / assessments. As they are now, it diminishes their importance and seems to allow for smaller assignments that 'blend' them into each other rather than a larger, more complex assignment. Essentially, I believe the choice to separate them lowers the rigor and expectations, or at least allows for that interpretation. I also believe they should be given equal treatment, i.e. the narrative is just as important as the research paper, and literally formatting them in a list 'narrative, expository, and argumentative' implies they each carry less weight. And the more I think about it, the more I get concerned about forthcoming teachers who are unaware of the changes and take the proposed standards at face value.</p>	11/21/2015 8:24 AM
26	<p>W.1--since this is listed first, it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2 This is very broad. The broad standards throughout the proposed standards will lead to flimsy and undisciplined thinking, which apparently, was also employed by the writers of the proposed standards.</p>	11/20/2015 10:56 AM
27	<p>There is a need for vertical progression. It is unclear what is expected at each grade level.</p>	11/20/2015 10:51 AM
28	<p>These look like standards that should be for elementary grade levels. Such low level of expectations present.</p>	11/19/2015 2:19 PM
29	<p>W.1 Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad.</p>	11/19/2015 2:00 PM
30	<p>w.1 and w.2: Is research the most important aspect of writing? Many tests like the ACT require argument, but the standards as they are written place no emphasis on the various types of writing at the high school level; I could fulfill the requirements for the objective without doing any kind of argument writing with my juniors, which would do a disservice to students. I like the standards that are more specific with subsections of a.b.c.d.e. and require us to cover all types of writing. w.3 is too broad; I can't tell if it is developmentally appropriate because there is no way to know what specific skills would be taught in each grade at each school nor which skills would be tested on each year. We need to prioritize specific skills each year so that all rules eventually get covered and so that all teachers/students at each grade are held accountable for specific skills. The way the standard is written, students would have to have every single grammar rule perfected by freshman year, and then each high school teacher would have to review every skill each year...which is just not feasible. We cover the basics of course, but each year we should be building on previous skills.</p>	11/19/2015 1:56 PM
31	<p>Please Keep MO Learning Standards as is - there is no need for new proposed standards. W.1 - since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2 - this is very broad. The subsections of a.b.c.d.e. work much better. W.3 - language is very broad.</p>	11/19/2015 1:54 PM

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32	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
33	W.1-Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2- This is very broad. The subsections of a.b.c.d.e. work much better. W.3- Language is very broad	11/19/2015 1:50 PM
34	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2- This is very broad. The subsections of a.b.c.d.e. is much better, clearer, more effective, and more specific. W.3. MLS are clear and there is no need for change.	11/19/2015 1:49 PM
35	W.1 - Since this is listed first it seems like there is too much emphasis on research rather than on any other type of writing. W.2 - This is very broad. The subsections of a.b.d.e. work much better. W.3 - Language is very broad.	11/19/2015 1:49 PM
36	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad	11/19/2015 1:46 PM
37	W.1 since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad the subsections of a.b.c.d.e. W.3 language is very broad	11/19/2015 1:45 PM
38	W.1 since this is listed first it seems like there is too much focus on RESEARCH rather than ANY other genre or type of writing. Why is this? W.2. This is VERY broad. The subsections of a.b.c.d.e work MUCH better. W.3. language is VERY broad. AS A TAX PAYER, WHY IS THIS THE CASE?	11/19/2015 1:45 PM
39	W.1-Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type or writing. W.2-This is very broad. The subsections of a.b.c.d.e work much better. W.3-Language is very broad. Why do we want to change curricula and the EOC using taxpayer's expense.	11/19/2015 1:45 PM
40	W.1 Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type. W.2 This is very broad. The subsections of a,b,c,d,e work much better W.3 language is too broad	11/19/2015 1:41 PM
41	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W. 3 language is very broad	11/19/2015 1:41 PM
42	There is little vertical progression of skills. No clear goal for each grade level .	11/18/2015 1:32 PM
43	The proposed standard lacks detail and clarity. It is difficult to determine what will be tested at each grade level, therefore causing confusion. There is no clear alignment for grade level teachers and no specific genre instruction. The current standard is clear for students and teachers and has resulted in gains amongst students in our district. With the clear vertical progressions outlined in the current standards, a clear path of progression is seen.	11/17/2015 4:00 PM
44	Without vertical progression through grade levels, it is unclear what is expected and therefore, what will be tested. It also does allow multiple opportunities for students to build on their knowledge. The current standard is clear to teachers and students what is expected. The new standard is much too general. Placing research first takes away from the 3 types of genres. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc.	11/17/2015 3:58 PM
45	The standard for language need to clear and more detailed, they are not existent here. The current standards point out specific skills that NEED to be taught in the classroom per grade level.	11/17/2015 3:58 PM
46	They aren't just inappropriate; actually, it's difficult to tell. They are broad and generic. The crosswalk makes that very clear.	11/17/2015 3:57 PM
47	The standards for language are vague. For example, there is no vertical alignment to ensure that objectives, which are introduced in sixth grade, are continually built upon for seventh and eighth grade. Standards need to be clear for each grade. The way it is written now allows for sixth graders to be tested on an objective, that is now documented as an eighth grade skill. There is no progression. Again, the language is vague. The standards we have in Missouri now are working!	11/17/2015 3:56 PM
48	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:55 PM
49	Need to show vertical progression in the expectations of writing. It isn't clear what is expected at each grade level. Language standards are grouped with writing which may work, but there needs to an established grade level expectation in the area of language. When there isn't a clear cut grade level goal, that is unfair during testing.	11/17/2015 3:54 PM
50	Detailed vertical progressions are not listed for each grade. Need to show vertical progression in the expectations of the writing. It isn't clear what is expected at each grade level. There is no clear goal which makes it unfair when testing. Our district currently has it divided out by grade level which is better for teachers and students. Going to the broad category would cause us to backslide from where we currently are.	11/17/2015 3:54 PM

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51	Detailed vertical progressions are not detailed for each grade. Too broad. Too many holes and areas "tucked in".	11/17/2015 3:54 PM
52	Writing standards: *Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. *The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. The writing standards are too broad and does not allow for specific focus goals.	11/17/2015 3:53 PM
53	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
54	I find it concerning that several of the standards are verbatim throughout 6-12 grades. How do we expect students to develop skills if they're expected to maintain and not further develop the same skill?	11/16/2015 8:59 AM
55	The writing proposals seem too vague with new terminology that would have to be adapted. The current standards are more explicit and give better guidance for instruction and breakdown for mastery level.	11/13/2015 3:46 PM
56	Language standards should not be part of writing standards. "Writing and researching" is not an effective title for the strand; researching is not as much of a focus as writing. The strand should be "writing"; within the strand, some standards should address research.	11/13/2015 3:01 PM
57	Language standards should not be lumped into the writing objectives. As it is, the grammar and convention standards are not spelled out enough by each grade level, and teachers would not be clear as to what to teach or what would be tested on standardized testing. Language should have its own objectives. In addition, "writing and researching" makes it sound like researching is half of what we do in the classroom with writing. This is not the case, nor should it be. Students need to write much more frequently than just research writing. The strand should be "writing," and within the strand, research should be addressed. The breakdown of the different types of writing needs to be more clear as well. Our standards should reflect the Missouri Learning Standards.	11/13/2015 2:54 PM
58	I think they are not developmentally appropriate. Students struggle using the same essay structure through their whole educational careers and across course curriculum much less have the ability to choose a personal prompt and specific approach.	11/13/2015 2:10 PM
59	WR2.9-10 is too advanced too soon -- "self-select and blend" is more appropriate for upper levels of high school and college intro to composition courses.	11/13/2015 2:07 PM
60	If students are expected to conduct research, integrate information, gather credible sources at the sixth grade level, the 11th and 12th grade students should be focusing on their depth of research and a more complex type of research should be expected.	11/13/2015 2:01 PM
61	Language should not be part of writing standards. Grammar & convention standards are not clarified enough by grade level. Teachers would be unclear on what to teach or what would be tested on standardized tests. Language should have its own objectives. The strand should only be titled 'writing' and research writing should be addressed in the strand.	11/13/2015 12:09 PM
62	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing . W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad	11/13/2015 11:13 AM
63	WR2.8: No dialogue on narrative? Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
64	WR.1: It seems like since this is listed first, there will be a lot of emphasis on research. Where is the emphasis on other genres? WR.2: This is extremely broad. We need sub-sections like narrative, expository, and argumentative. WR.3 This is also extremely broad. Again, we need sub-sections.	11/12/2015 2:29 PM
65	WR.1: The emphasis here, as the first strand listed, places too great of an emphasis on research. Research is important, but "extended research" requires a great deal of class time. Teachers will feel pressured to focus primarily on this skill, thereby detracting from other crucial standards in the curriculum. WR.2 & WR.3- These standards are appropriate, but are focused on argument and narrative writing only. I would argue that the latter has little to no relevance to making students college or career ready. Where is the analysis and reflection in these standards? These standards leave out necessary higher cognitive skills for students.	11/12/2015 2:25 PM
66	WR.1: As the choice was made to list this strand first, this seems to make this research the major focus of these new standards. WR.2: These seem very wide and open ended. We need more clarification as to what is expected. WR.3: The these need to include information about grammar and conventions.	11/12/2015 2:25 PM
67	WR.1: It seems that that there is much emphasis on research. What about the other genres? WR.2: This is very broad. What about the breakdown for the types of writing? WR.3: This too is VERY broad. What about the conventions of standard English?	11/12/2015 2:25 PM

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68	WR.1: This emphasis on research may be too much- are there no other genres of writing to teach? WR.2: This is a very general strand. It may be overwhelming to teach all together, breaking this down into manageable subsets makes this doable. WR. 3: The language used in this strand is very broad. This should be broken down into specific skills.	11/12/2015 2:24 PM
69	WR.1: Since this is first it seems that there should be more emphasis on "research". Where are the other genres of writing coming into play? WR.2: This is too broad of an umbrella. We need subsections to keep us on track. WR.3: Again this is too broad of a topic and grammar should be placed in more specific terms.	11/12/2015 2:24 PM
70	W.1-Too much emphasizes on research rather than any other genre or type of writing W.2-To broad.....subsections we have now (a,b,c,d) work better W.3-To broad.....we would not know what would be testing and that is not fair to our students	11/12/2015 2:19 PM
71	W.1-There is an extreme amount of emphasis on research as opposed to other genres W.2- This is too broad (Sub sections of a,b,c,d and e as we currently have are more workable) W.3- I would have no idea what competencies are being tested as it is too broad	11/12/2015 2:19 PM
72	It seems as if the focus is on research, but students should be asked to implement research in more rigorous ways. How can we ask students to apply previously learned rhetorical skills in WR.1?	11/12/2015 2:13 PM
73	W.1 - In the current language, there is a great deal of emphasis on research writing and not the other modes of discourse that students will need for collegiate writing. W.2 - This diction is too broad. It would be more appropriate to direct specific modes of discourse so schools will be able to prepare students for college and testing environments. W.3 - I would like to see specification for these items to help students in the writing process and on future tests.	11/12/2015 1:58 PM
74	W.1 - This seems to emphasize research over any other form of writing. This may have to do with the fact that it is listed first. W.2 - The terms are too broad. Breaking this standard down into subsections, as they are now, would be better. W.3 - The terms are too broad to determine what is important and what will be tested at the end of the year.	11/12/2015 1:57 PM
75	Since this is listed first, it seems like there's too much emphasis on research rather than any other form of writing. WR 2 is very broad and is disconcerting because we won't know what's tested and we won't know how to prepare our kids.	11/12/2015 1:56 PM
76	The standards are the same for all grade levels. There also seems to be room for intense study of expository, argumentative, and narrative writing in middle school grade levels but not in grades 9-12. Students need instruction on this at all levels as the writing purpose shifts. These writings are particularly important in upper grades as students move to the academic rigor necessary to prepare them for college. They also need to play with other forms of expression as a means to process the emotions of adolescence.	11/12/2015 11:41 AM
77	Standards are too vague and will eliminate the necessary scaffolding and will lead to incoherent instruction.	11/11/2015 3:54 PM
78	Language standards should continue through the 12 grade to keep students focused on preparation for ACT or SAT testing.	11/11/2015 3:45 PM
79	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
80	On WR 1 I'm worried that this will place more emphasis on "research" rather than any other genre/type of writing. On WR 2, the umbrella is too large. What types of writing will have a focus? Narrative, Expository, and Argumentative writing should have their own standards. On WR 3, in the 9-10 band and the 11-12 band, the blending of genres is too difficult. They need to be separated.	11/11/2015 3:40 PM
81	I'm worried WR 1 will place more emphasis on "research" than any other genre/type of writing. WR 2 takes out the vertical progression and we don't like the fact that narrative, expository, and argumentative are just grouped as a subgroup. They are important enough to stand alone. WR 3 The attached language is very broad. It's not fair to students when they are testing.	11/11/2015 3:39 PM
82	WR.1. will place more emphasis on "research" than any other genre/type of writing. WR.2. takes out the vertical progression and narrative, expository, and argument are important enough to stand on their own, have their own standards, with their own a,b,c,d,e. WR.3. is a problem because the language is attached in extremely broad terms.	11/11/2015 3:39 PM
83	WR. 1. seems to place more emphasis on "research" than any other genre. WR. 2. takes out the vertical progression. Narrative, Expository, and Argumentative should not be placed here...they should be on their own. WR. 3. the language is attached in very broad terms	11/11/2015 3:39 PM
84	WR.1 seems to put a lot of emphasis on research since it is the first standard listed. Shouldn't the focus be on genre/type of writing? WR.2 This is broad. We need the subsections of a.b.c.d.e. WR.3 again so very broad. This wouldn't be very fair to students when it comes to testing	11/11/2015 3:38 PM

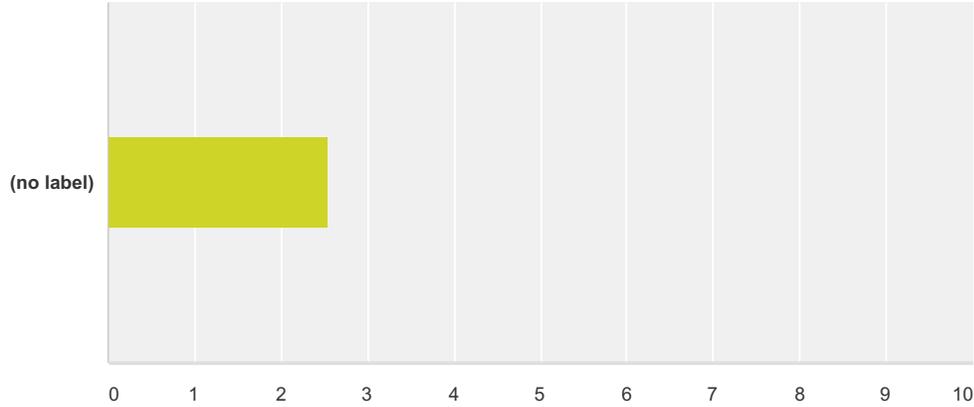
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85	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
86	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:40 AM
87	Add academic vocabulary.	11/9/2015 11:31 AM
88	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
89	Much of the complexity indicated by MLS/CCSS has been removed. The group made cuts and revisions, which compromised a set of rich, rigorous standards. Please continue use of the MLS/CCSS as originally written.	11/6/2015 1:05 PM
90		11/6/2015 10:50 AM
91	Analyze how specific word choices and sentence structures contribute to meaning and tone. Why not teach students to write in a manner that their word choices and structures contribute to the effectiveness of their own writing; consequently, they will recognize those elements in what they read. In other words, the approach seems backwards.	11/3/2015 2:20 PM
92	Oversimplified, removed much of the rigor indicated by CCSS (current MLS). Unacceptable.	10/30/2015 3:28 PM
93	"W2 6 & 7 A. Narrative: Develop narratives about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, wellstructured event sequences, and relevant, descriptive details." There should not be commas around "which establish ... view" because it is a restrictive clause; also, there should be a space and/or hyphen in "well-structured"	10/30/2015 12:41 PM
94	Not rigorous. Writing is synthesis and higher level	10/30/2015 12:25 PM
95	There appears to be nothing in the standards that are grammatically focused. As a middle school educator, it is very obvious that our students do not understand grammar rules. This needs to be a focus on the standards. We cannot take out the grammar aspect of the standards.	10/30/2015 10:21 AM
96	These standards are not consistent with 5th and below. Those are much more specific and much more in-depth. Especially at this level, you need to state what length the writing should be. I could interpret this to write a paragraph or an essay. It needs to be clear what the expectation is for length and depth and development. Just look at 5th grade research standards and look at these. Completely different. 5th grade could be interpreted and created to be much more difficult than upper grades.	10/29/2015 4:30 PM
97	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM
98	Please add grammar tithe writing strand.	10/26/2015 8:13 PM

Writing and Researching

Q22 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 162 Skipped: 321



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	29.01% 47	14.81% 24	29.01% 47	27.16% 44	162	2.54

#	Suggested revisions for standards:	Date
1	The language standards have been completely removed, yet K-5 has explicit, clear language standards. Why is this not an option for grades 6-12?	12/3/2015 11:49 AM
2	Due to the general language of these standards (due to brevity, in most cases), it's difficult to comment on coherence. There aren't many issues semantically, but given the lack of specificity, I sincerely doubt coherence in their application. The targeted revision focuses under WR.3 seem somewhat disjointed and contrived as well. Why are "appropriate transitions" only noted in 7th grade? Then in 8th grade the focus is on adding and deleting content? It's too simplistic to think robust revision of quality writing only focuses on the narrow "menu" of (somewhat arbitrary) topics provided under A., B., and C. under each grade level standard.	12/2/2015 2:44 PM
3	Be more specific like the GLEs.	12/2/2015 8:40 AM
4	WR2--the emphasis on self-selecting and blending styles in grades 9-12 is much needed, but there needs to be more definition for those grades. There is a bit more definition for grades 6-8, but some of it is misleading and/or missing. For example, in WR.2.8, "A.Narrative" ends with the phrase, "a conclusion which reflects on the experiences." This is not a trait of all narrative, however; but is good in SOME types of narrative, like memoir, so this could be misleading. Additionally, this skill should not be held off until 8th grade. Students should be learning this even in 6th grade and below. Please consult the work of Ruth Culham and other writing experts for a coherent progression of writing skills.	12/1/2015 3:30 PM
5	WAY simpler than CCSS though I think it will be harder to assess because of that.	11/30/2015 6:16 PM
6	WR.1.11-12, WR.1.9-10,WR.1.8, WR.1.7, WR.1.6 - These need to include concepts "avoiding plagiarism" and/or "exercising digital citizenship". Include more modern-day terms. WR.2.11-12 through WR.2.6 - Though I appreciate making the objectives more stream-line and condensed, I think concepts such "claims and counterclaims", "concluding statement" need to be included.	11/30/2015 4:44 PM
7	WR.3 should have specific grammar and usage through grade 12: comma usage, quotation marks, confused words, word choice, and prepositions.	11/30/2015 4:43 PM
8	For example, in WR 1.8- the details are taken out of the standard. These details help teachers vertically align with each other to be sure all areas are being covered.	11/30/2015 4:37 PM

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9	WR.2 has claim and counterclaim at the 8th grade level, but then it is gone in the upper levels. These standards should be consistent throughout all grade levels in order to develop good writing skills.	11/30/2015 4:37 PM
10	See Overall Comments	11/30/2015 2:39 PM
11	See below	11/30/2015 2:39 PM
12	See Overall Comments	11/30/2015 2:39 PM
13	Please read comments below	11/30/2015 2:37 PM
14	Standards are expecting way too much from students who have not developmentally reached this mark. Students need time to grow up and learn to enjoy writing and feel successful from having a solid foundation.	11/30/2015 1:23 PM
15	There seems to be no distinction between 9-10 and 11-12, which makes it difficult to understand the distinction for EOCs.	11/30/2015 9:33 AM
16	Very confusing. Hard to know how the grades build upon each other.	11/30/2015 9:26 AM
17	See above. I don't see a coherent path when the same language is used for each grade level on some standards.	11/28/2015 9:57 AM
18	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills. Without the vertical alignment, how can we have a coherent path across grade levels.	11/23/2015 3:38 PM
19	There are several significant problems with the writing standards. It is not coherent. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it.	11/23/2015 3:32 PM
20	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM

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21	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
22	Detailed vertical progressions are missing for each grade level. It is not clear what is expected at each grade level. It also does not allow for multiple opportunities to build skills.	11/23/2015 8:44 AM
23	I agree that students should be more fluent in the types of writing by senior year, but the level of which they need to incorporate elements of other writing is misleading.	11/21/2015 8:24 AM
24	Vertical Progression needs to follow our Missouri Learning Standards. They lay out a clear progression for students and teachers to follow in order to grow and build upon prior knowledge.	11/20/2015 10:56 AM
25	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
26	The strand has a coherent path—a very low level of rigor in that path—but it is coherent. That does not mean the standards are any good, though.	11/19/2015 2:19 PM
27	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 2:00 PM
28	Vertical progression needs to follow our Missouri Learning Standards. The way the proposed standards are written does not allow for vertical progression.	11/19/2015 1:56 PM
29	Please Keep MO Learning Standards as is - there is no need for new proposed standards. Vertical progression needs to follow our MO Learning Standards so students can focus on certain skills each year and build upon such skills instead of just repeating the same couple skills each year.	11/19/2015 1:54 PM
30	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
31	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:50 PM
32	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:49 PM
33	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:49 PM
34	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:46 PM
35	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:45 PM
36	I believe vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:45 PM
37	Vertical progression needs to follow our Missouri Learning Standards. Again, why do we want to change these learning standards and create an umbrella way of teaching. We need to focus on specific skills in each grade level that bridge to the next school year. Again-taxpayer's money used.	11/19/2015 1:45 PM
38	Vertical progression needs to follow our Missouri Learning Standards	11/19/2015 1:41 PM
39	Vertical progression needs to follow our Missouri Learning Standards.	11/19/2015 1:41 PM
40	Without detailed vertical progressions for each grade level it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skills. Students are still trying to perfect skill in genre types. The idea of blending genre types is something we should aim for, but should we be accountable for that on our EOC.	11/18/2015 1:32 PM
41	State which citation system should be used to document sources (WR1). Should grades 6-9 use MLA, then switch to APA? Should we only use MLA or APA? Clearing this up would be more coherent to educators.	11/18/2015 12:32 PM
42	There is no coherent path determined as the proposed standard is written. All of the detailed goals of the grade level have been lumped into a vague statement.	11/17/2015 4:00 PM

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43	No, there is no coherent path through grade levels. Without vertical progression through grade levels, it is unclear what is expected and therefore, what will be tested. It also does allow multiple opportunities for students to build on their knowledge. The current standard is clear to teachers and students what is expected. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc.	11/17/2015 3:58 PM
44	Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will it be tested? when will be it tested?), it doesn't allow multiple opportunities to build skill, etc. There is no learning or teaching path.	11/17/2015 3:58 PM
45	Separate and delineate the grade level expectations. That's how rubrics are written.	11/17/2015 3:57 PM
46	There is no coherency because there is no path. See above comment.	11/17/2015 3:56 PM
47	Little to no vertical alignment. Specific skills must be identified at each grade level. Not fair to students, who may not have been exposed to specific skills for the test and not fair to teachers who aren't sure what skills to teach.	11/17/2015 3:55 PM
48	Using the current proposed standard, I feel like we would be going backwards in what our district is already doing. When there's not a grade level progression, it becomes too vague as far as what specifically to address.	11/17/2015 3:54 PM
49	The detailed vertical progressions that we have in our district have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. What is proposed is too broad and is unfair to teachers and students.	11/17/2015 3:54 PM
50	There is no clear path between the grades, which will therefore, create gaps in the writing curriculum.	11/17/2015 3:54 PM
51	Writing standards: *Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. *The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. The writing standards are too broad and does not allow for specific focus goals.	11/17/2015 3:53 PM
52	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
53	The current standards follow a more cohesive pattern. Too much has been cut out or left out of the proposed standards.	11/13/2015 3:46 PM
54	The standards should reflect the Missouri Learning Standards.	11/13/2015 3:01 PM
55	The standards would be acceptable if they are revised to reflect the Missouri Learning Standards. Language standards need to be spelled out by grade level.	11/13/2015 2:54 PM
56	There are too many goals and objectives for students to meet. The goals that "you" have established is that, as middle schoolers, students will be able to write using proficient grammar skills, including commas and sentences structure and word choice, and learn how to write expository, narrative, argumentative. This is too much. It is more of the SAME problem. We try and stuff everything into the students' brains at a superficial, ankle deep level, instead of taking the time to teach the students at a deep, lasting, developmentally meaningful level.	11/13/2015 2:01 PM
57	Students are expected to write narrative, expository, and argumentative essays beginning in 6th grade, but the focus remains in 12th grade. If they have mastered this by 12th grade, should there be a deeper focus? The writing needs to be more focused on stylistic elements and material, assuming they have already written essays.	11/13/2015 2:01 PM
58	Vertical progression needs to follow our Missouri Learning Standards.	11/13/2015 11:13 AM
59	Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
60	The vertical progression should follow the Missouri state learning standards.	11/12/2015 2:29 PM
61	Vertical progression needs to follow our Missouri Learning Standards.	11/12/2015 2:25 PM
62	The vertical progression needs to follow the Missouri Learning Standards.	11/12/2015 2:25 PM
63	Many of these are vague and inappropriate for the grade level. An example is the standard involving rhetorical devices (RI.7.7) for 7th grade. This must be clearer and more concise.	11/12/2015 2:25 PM
64	The progression should mirror the Missouri Learning Standards.	11/12/2015 2:24 PM
65	Vertical progression should follow the Missouri state learning standards.	11/12/2015 2:24 PM
66	Vertical progression needs to follow our Missouri Learning Standards	11/12/2015 2:19 PM

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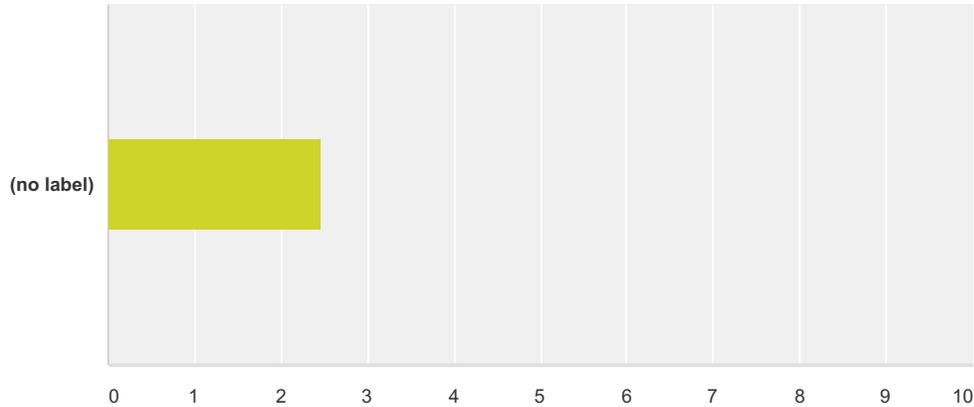
67	vertical progression should follow MO Learning standards	11/12/2015 2:19 PM
68	Vertical progression should follow the Missouri Learning Standards.	11/12/2015 2:13 PM
69	The vertical progression of Missouri Learning Standards is more conducive for students to improve their writing and prepare for future writing prompts on exams.	11/12/2015 1:58 PM
70	The vertical progression should follow MO Learning Standards.	11/12/2015 1:57 PM
71	Vertical progression needs to follow our Missouri Learning Standards.	11/12/2015 1:56 PM
72	Technically, if things are the same, I suppose that's coherent. I don't understand why there's the shift between grade 8-9	11/12/2015 11:41 AM
73	After looking at the K-5 standards and then the 6-12 standards, there seems to be a gap between the two sets of standards. There are things in the standards for the K-5 that is not carried on to the 6-12 standards.	11/12/2015 11:05 AM
74	This places more emphasis on research in lieu of other kinds of writing. The breakdown of the previous MO learning standards is more specific. The specific inclusion of narrative, expository, and argumentative writing is important. Language is much too broad and not attached to specific student learning goals.	11/11/2015 3:54 PM
75	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
76	Vertical progressions need to follow our Missouri Learning Standards. Districts have put a lot of work into the current standards and have seen student growth.	11/11/2015 3:40 PM
77	The Missouri Learning Standards and vertical progression need to be concomitant. Much work has been been into the current standards and student growth has been witnessed.	11/11/2015 3:39 PM
78	Vertical progressions need to follow our current Missouri Learning Standards. Districts in Missouri have put in much work, at taxpayer expense, to develop curricula that fit current standards and we've seen student growth.	11/11/2015 3:39 PM
79	Vertical progressions need to follow our Missouri Learning Standards. Districts have put in a lot of work on current standards and have seen student growth.	11/11/2015 3:39 PM
80	vertical progressions need to follow our Missouri Learning Standards. Missouri Learning Standards has shown student growth so there is no need to change	11/11/2015 3:38 PM
81	WR1. Seems to place more emphasis on "research" more than other genres WR2. Takes out vertical progression. Narrative, expository, and argumentative should not be placed here...they should have their own standards.	11/11/2015 3:38 PM
82	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
83	The Same path is not a Coherent path. It's identical. Without specific vocabulary attached to grade level standards, there is no guidance for instruction or assessment, making success randomized.	11/9/2015 11:40 AM
84	The academic vocabulary MUST be included in the standard if students are going to be assessed. With the vagueness of the standards, alignment to high stakes testing will be IMPOSSIBLE.	11/9/2015 11:31 AM
85	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
86	Complexity at higher grade levels has been compromised by the oversimplification of current MLS/CCSS.	11/6/2015 1:05 PM
87	There is an awful lot of redundancy and vagueness in the High School writing standards...	11/6/2015 10:50 AM
88	The word "compare" means to "note the similarity or dissimilarity" of situations, objects, etc. Why continually pair "compare" with "contrast" when doing so is redundant and leads one to question the credibility of the entire thing.	11/3/2015 2:20 PM
89	Oversimplified, removed much of the rigor indicated by CCSS (current MLS). Unacceptable.	10/30/2015 3:28 PM
90	I'm assuming that if the standard is exactly the same from grade to grade that there is no further rigor needed?	10/30/2015 12:41 PM
91	Too difficult to identify the grade level	10/30/2015 12:25 PM

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92	These standards are not consistent with 5th and below. Those are much more specific and much more in-depth. Just look at 5th grade research standards and look at these. Completely different. 5th grade could be interpreted and created to be much more difficult than upper grades.	10/29/2015 4:30 PM
93	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM

Q23 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 158 Skipped: 325



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	32.28% 51	12.66% 20	32.28% 51	22.78% 36	158	2.46

#	Suggested revisions for standards:	Date
1	Standards are far too brief, over-simplified, and somewhat arbitrary to truly reflect rigorous expectations for high quality writing and research.	12/2/2015 2:44 PM
2	Be more specific like the GLEs	12/2/2015 8:40 AM
3	See comments above.	12/1/2015 3:30 PM
4	hard to define rigor without writing samples of exactly what is expected at each grade level... (just thinking of how 2 English teachers in the same school will think of 'proficient' so incredibly differently when it comes to these standards)	11/30/2015 6:16 PM
5	The standards were more rigorous before when they featured more areas of writing to focus on, developing claims and counterclaims, developing the topic with relevant facts, etc. The grammar that was mentioned in the previous standards helped set a rigorous path.	11/30/2015 4:37 PM
6	See Overall Comments	11/30/2015 2:39 PM
7	See below	11/30/2015 2:39 PM
8	See Overall Comments	11/30/2015 2:39 PM
9	Please read comments below	11/30/2015 2:37 PM
10	Rigor is fine, but it needs to be age appropriate.	11/30/2015 1:23 PM
11	There seems to be no distinction between 9-10 and 11-12, which makes it difficult to understand the distinction for EOCs.	11/30/2015 9:33 AM
12	The standards are indeed rigorous but imply that all schools have the same level of technology.	11/30/2015 9:26 AM
13	See above.	11/28/2015 9:57 AM

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14	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. We can't have a coherent path across the grade levels with so much ambiguity across grade levels. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument.	11/23/2015 3:38 PM
15	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it. How can it be rigorous when there is no vertical alignment?	11/23/2015 3:32 PM
16	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM
17	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
18	We need detailed vertical progressions which allow for the creation of specific mini lessons to build student writing skills. There are no specifics listed for each grade level to specifically accomplish.	11/23/2015 8:44 AM
19	The argumentative, research, and narrative aspect should be revised to look more like the CC had it, where each has a separate strand and given more importance.	11/21/2015 8:24 AM

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20	The Missouri Learning Standards in Writing and Speaking ensure "linguistic dexterity", a term that a student educated under the Missouri Learning Standards used in his essay this week. The Missouri Learning Standards should be kept in place.	11/20/2015 10:56 AM
21	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
22	As in the literary and informational reading standards--rigor is absent.	11/19/2015 2:19 PM
23	W.1 Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad.	11/19/2015 2:00 PM
24	It is unclear right now how rigorous these would be in their application; there are very few differences between freshman year and senior year, so I'm not sure how senior year would be any more rigorous than freshman year.	11/19/2015 1:56 PM
25	Please Keep MO Learning Standards as is - there is no need for new proposed standards. W.1 - since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2 - this is very broad. The subsections of a.b.c.d.e. work much better. W.3 - language is very broad.	11/19/2015 1:54 PM
26	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
27	W.1-Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2- This is very broad. The subsections of a.b.c.d.e. work much better. W.3- Language is very broad	11/19/2015 1:50 PM
28	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing. W.2- This is very broad. The subsections of a.b.c.d.e. is much better, clearer, more effective, and more specific. W.3. MLS are clear and there is no need for change.	11/19/2015 1:49 PM
29	W.1 - Since this is listed first it seems like there is too much emphasis on research rather than on any other type of writing. W.2 - This is very broad. The subsections of a.b.d.e. work much better. W.3 - Language is very broad.	11/19/2015 1:49 PM
30	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad	11/19/2015 1:46 PM
31	W.1 since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad the subsections of a.b.c.d.e. W.3 language is very broad	11/19/2015 1:45 PM
32	W.1 since this is listed first it seems like there is too much focus on RESEARCH rather than ANY other genre or type of writing. Why is this? W.2. This is VERY broad. The subsections of a.b.c.d.e work MUCH better. W.3. language is VERY broad.	11/19/2015 1:45 PM
33	W.1-Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type or writing. W.2-This is very broad. The subsections of a.b.c.d.e work much better. W.3-Language is very broad. Why do we want to change curricula and the EOC using taxpayer's expense.	11/19/2015 1:45 PM
34	W.1 Since this is listed first it seems like there is too much emphasis on research rather than any other genre or type. W.2 This is very broad. The subsections of a,b,c,d,e work much better W.3 language is too broad	11/19/2015 1:41 PM
35	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W. 3 language is very broad	11/19/2015 1:41 PM
36	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us (and students) a common goal.	11/18/2015 1:32 PM
37	Without the clear alignment of the standards by grade level, the rigor is unclear to determin. The proposed standard lacks detail and clarity. It is difficult to determine what will be tested at each grade level, therefore causing confusion. There is no clear alignment for grade level teachers and no specific genre instruction. The current standard is clear for students and teachers and has resulted in gains amongst students in our district. With the clear vertical progressions outlined in the current standards, a clear path of progression is seen.	11/17/2015 4:00 PM
38	Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested? when will it be it tested?), it doesn't allow multiple opportunities to build skill, etc.	11/17/2015 3:58 PM
39	Types of writing are not distinguished, but lumped together. The genre are very different, and the expectations should be demonstrated in the standards. They are not.	11/17/2015 3:57 PM
40	While the expectations are rigorous, again, there is not a clear division of grade levels.	11/17/2015 3:56 PM
41	Detailed vertical progression is not present and listed for each grade. Argumentative, Narrative, and informative is tucked under the standard of W 4. Our current vertical alignments have allowed us to create mini lessons and track student achievement in the area of writing.	11/17/2015 3:56 PM

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42	Way too general. Nothing wrong with rigor, but skills must be specific and vertically aligned.	11/17/2015 3:55 PM
43	The proposed standards would not foster a rigorous path because each grade level is being held to the same standards. Each grade level needs to have a separate set of standards that show progression through the years, so each grade level can build on previous knowledge.	11/17/2015 3:54 PM
44	The proposed standards would not set a rigorous path. Detailed vertical progressions are not listed for each grade. Need to show vertical progression in the expectations of the writing. It isn't clear what is expected at each grade level. There is no clear goal which makes it unfair when testing. Our district currently has it divided out by grade level which is better for teachers and students. Going to the broad category would cause us to backslide from where we currently are.	11/17/2015 3:54 PM
45	High expectations are what we had the last go around, but with clearer directions and strategies to get our students where they need to be. With these broader standards, many teachers will be confused on what we should be doing and how, and it will not correspond with the other grades as effectively.	11/17/2015 3:54 PM
46	There is no way to identify what type of rigor is required.	11/17/2015 3:53 PM
47	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
48	Some of the standards do not give enough information to determine if rigor will be set. The current standards are clearer and do set rigor for each grade level.	11/13/2015 3:46 PM
49	The standards should reflect the Missouri Learning Standards.	11/13/2015 3:01 PM
50	Language standards need to be spelled out by grade level. The standards would be acceptable if they are revised to be as rigorous the Missouri Learning Standards.	11/13/2015 2:54 PM
51	More writing standards and vocabulary. You've made nice writing standards, but there are significantly less than reading. They're concise, and that's good in a way. You've left it open to interpretation. But when it appears that there are more standards, writing appears to be on an equal level as reading. Why would you put citation into reading, when it's practiced as a writing skill?	11/13/2015 1:46 PM
52	Not sure if they are rigorous enough- we move from several writing standards to three? How does this show rigor. There are many reasons for students to write but only four are listed here. Specifics would be nice.	11/13/2015 1:36 PM
53	W.1-since this is listed first it seems like there is too much emphasis on research rather than any other genre or type of writing . W.2 This is very broad. The subsections of a.b.c.d.e. work much better. W.3 language is very broad	11/13/2015 11:13 AM
54	Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
55	WR.1: It seems like since this is listed first, there will be a lot of emphasis on research. Where is the emphasis on other genres? WR.2: This is extremely broad. We need sub-sections like narrative, expository, and argumentative. WR.3 This is also extremely broad. Again, we need sub-sections.	11/12/2015 2:29 PM
56	WR.1: The emphasis here, as the first strand listed, places too great of an emphasis on research. Research is important, but "extended research" requires a great deal of class time. Teachers will feel pressured to focus primarily on this skill, thereby detracting from other crucial standards in the curriculum. WR.2 & WR.3- These standards are appropriate, but are focused on argument and narrative writing only. I would argue that the latter has little to no relevance to making students college or career ready. Where is the analysis and reflection in these standards? These standards leave out necessary higher cognitive skills for students.	11/12/2015 2:25 PM
57	WR.1: As the choice was made to list this strand first, this seems to make this research the major focus of these new standards. WR.2: These seem very wide and open ended. We need more clarification as to what is expected. WR.3: The these need to include information about grammar and conventions.	11/12/2015 2:25 PM
58	WR.1: It seems that that there is much emphasis on research. What about the other genres? WR.2: This is very broad. What about the breakdown for the types of writing? WR.3: This too is VERY broad. What about the conventions of standard English?	11/12/2015 2:25 PM
59	WR.1: This emphasis on research may be too much- are there no other genres of writing to teach? WR.2: This is a very general strand. It may be overwhelming to teach all together, breaking this down into manageable subsets makes this doable. WR. 3: The language used in this strand is very broad. This should be broken down into specific skills.	11/12/2015 2:24 PM
60	WR.1: Since this is first it seems that there should be more emphasis on "research". Where are the other genres of writing coming into play? WR.2: This is too broad of an umbrella. We need subsections to keep us on track. WR.3: Again this is too broad of a topic and grammar should be placed in more specific terms.	11/12/2015 2:24 PM

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61	W.1-Too much emphasizes on research rather than any other genre or type of writing W.2-To broad.....subsections we have now (a,b,c,d) work better W.3-To broad.....we would not know what would be testing and that is not fair to our students	11/12/2015 2:19 PM
62	W.1-There is an extreme amount of emphasis on research as opposed to other genres W.2- This is too broad (Sub sections of a,b,c,d and e as we currently have are more workable) W.3- I would have no idea what competencies are being tested as it is too broad	11/12/2015 2:19 PM
63	The standards simply do not have the depth required to be rigorous. Rigor is depth. Rigor is digging deep - and teaching students to dig deep - into topics and skills. Rigor is NOT more work! Breadth is more work.	11/12/2015 2:13 PM
64	W.1 - In the current language, there is a great deal of emphasis on research writing and not the other modes of discourse that students will need for collegiate writing. W.2 - This diction is too broad. It would be more appropriate to direct specific modes of discourse so schools will be able to prepare students for college and testing environments. W.3 - I would like to see specification for these items to help students in the writing process and on future tests.	11/12/2015 1:58 PM
65	W.1 - This seems to emphasize research over any other form of writing. This may have to do with the fact that it is listed first. W.2 - The terms are too broad. Breaking this standard down into subsections, as they are now, would be better. W.3 - The terms are too broad to determine what is important and what will be tested at the end of the year.	11/12/2015 1:57 PM
66	Since this is listed first, it seems like there's too much emphasis on research rather than any other form of writing. WR 2 is very broad and is disconcerting because we won't know what's tested and we won't know how to prepare our kids.	11/12/2015 1:56 PM
67	Absolutely not rigorous. Standards don't change across grade levels.	11/12/2015 11:41 AM
68	The MLS seem to be more rigorous than the new standards.	11/12/2015 11:05 AM
69	WR standards part C on each review, revise, and edit writing at each level are all extremely broad.	11/11/2015 3:54 PM
70	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
71	On WR 2, the umbrella is too large. What types of writing will have a focus? Narrative, Expository, and Argumentative writing should have their own standards. On WR 3, in the 9-10 band and the 11-12 band, the blending of genres is too difficult. They need to be separated.	11/11/2015 3:40 PM
72	I'm worried WR 1 will place more emphasis on "research" than any other genre/type of writing. WR 2 takes out the vertical progression and we don't like the fact that narrative, expository, and argumentative are just grouped as a subgroup. They are important enough to stand alone. WR 3 The attached language is very broad. It's not fair to students when they are testing.	11/11/2015 3:39 PM
73	WR.1. will place more emphasis on "research" than any other genre/type of writing. WR.2. takes out the vertical progression and narrative, expository, and argument are important enough to stand on their own, have their own standards, with their own a,b,c,d,e. WR.3. is a problem because the language is attached in extremely broad terms.	11/11/2015 3:39 PM
74	WR. 1. seems to place more emphasis on "research" than any other genre. WR. 2. takes out the vertical progression. Narrative, Expository, and Argumentative should not be placed here...they should be on their own. WR. 3. the language is attached in very broad terms	11/11/2015 3:39 PM
75	WR.1 seems to put a lot of emphasis on research since it is the first standard listed. Shouldn't the focus be on genre/type of writing? WR.2 This is broad. We need the subsections of a.b.c.d.e. WR.3 again so very broad. This wouldn't be very fair to students when it comes to testing	11/11/2015 3:38 PM
76	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
77	Again, with no specific expectations listed by grade level, and with no academic vocabulary, leaving the depth and rigor of instruction up to individual teachers, there will be a wide variety of instructional quality offered to students. The standards must specify levels of understanding and depth of questioning to assure rigor in all grade levels.	11/9/2015 11:40 AM
78	The academic vocabulary MUST be included in the standard if students are going to be assessed. With the vagueness of the standards, alignment to high stakes testing will be IMPOSSIBLE.	11/9/2015 11:31 AM

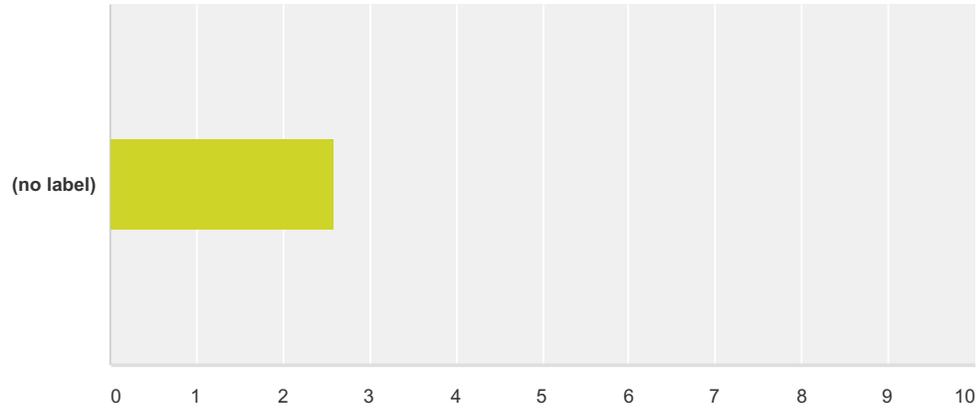
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79	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
80	This draft represents a significant loss of rigor and complexity in higher grades.	11/6/2015 1:05 PM
81	Far too complicated and vague.	11/3/2015 2:20 PM
82	Literary analysis is missing as is any mention of specific career based writing.	11/2/2015 12:51 PM
83	Oversimplified, removed much of the rigor indicated by CCSS (current MLS). Unacceptable.	10/30/2015 3:28 PM
84	Rigor does not appear very high.	10/30/2015 12:25 PM
85	The writing standards are so vague. There is no rigor. It needs to be clear exactly what level of development is desired for each standard inside each writing style.	10/29/2015 4:30 PM
86	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM

Writing and Researching

Q24 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 164 Skipped: 319



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	27.44% 45	12.20% 20	35.37% 58	25.00% 41	164	2.58

#	Suggested revisions for standards:	Date
1	Not really. There needs to be more consistency with grades K-5. How can we assess students over information that is not presented to teachers in the standards??	12/3/2015 11:49 AM
2	Due to the brief, over-simplified nature of many of these standards, it's difficult to predict how rubrics or scoring guides might capture the difference between 7th and 10th grade writing?	12/2/2015 2:44 PM
3	Be more specific like the GLEs	12/2/2015 8:40 AM
4	This is a moot point if the standards are not of quality.	12/1/2015 3:30 PM
5	with really really amazing and carefully written rubrics... yes	11/30/2015 6:16 PM
6	Too general. Add grammar rules listed above.	11/30/2015 4:43 PM
7	In WR 2.9-10, for example, the standard is much shorter and takes out many details like the grammar, style, concepts, etc. that will help teachers more objectively grade. With more guidelines mentioned, it becomes more clearly outlined for both the teacher and student. There is less grey area that way.	11/30/2015 4:37 PM
8	These standards could be assessed in the classroom, but not on a state level.	11/30/2015 4:37 PM
9	WR.1.8- "gather relevant, credible sources" This would be hard to assess.	11/30/2015 4:34 PM
10	WR.1.8 - How will the state assess students doing individual research or check to see if information comes from credible sources? WR.2.8 - Don't mix the terms expository, informative, explanatory. Pick one.	11/30/2015 4:31 PM
11	WR.1.8: How will the state assess whether a student finds credible sources? Will the state allow open web browsers so that students can find research while testing?	11/30/2015 4:30 PM
12	See Overall Comments	11/30/2015 2:39 PM
13	See below	11/30/2015 2:39 PM
14	See Overall Comments	11/30/2015 2:39 PM
15	Please read comments below	11/30/2015 2:37 PM

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16	Most of the standards as written cannot be assessed on a computer-based, one hour, standardized test.	11/30/2015 1:23 PM
17	There seems to be no distinction between 9-10 and 11-12, which makes it difficult to understand the distinction for EOCs.	11/30/2015 9:33 AM
18	Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:38 PM
19	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it. How are we to know what will be assessed if it has not been vertically aligned?	11/23/2015 3:32 PM
20	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM
21	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
22	Blending genre types is not advisable for high school students. They are still learning the individual genres and trying to perfect their skills. Also, the ACT focuses mainly on argument.	11/23/2015 8:44 AM

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23	This is the aspect I believe is more capably assessed in the classroom than can be done on any state examine. These are representing major projects. If the state really wants to assess them, they should be sent samples from the school, but at that point, really, no one would have time. A better idea may be to create model papers by grade level that communicate the expectation with commentary from teachers about their strengths and weaknesses.	11/21/2015 8:24 AM
24	With unclear progression it would be unfair to students and teachers when it comes to assessment. There needs to be more emphasis on writing genres and language standards.	11/20/2015 10:56 AM
25	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
26	Writing can be assessed at the classroom and state level--especially what is expected out of these low-level standards. That doesn't mean the standards are acceptable, though.	11/19/2015 2:19 PM
27	Assessment would not be fair because vertical progressions are not clear and there is no need for change.	11/19/2015 2:00 PM
28	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:56 PM
29	Assessment would not be fair because vertical progressions are not clear for students or teachers. Please Keep MO Learning Standards as is - there is no need for new proposed standards.	11/19/2015 1:54 PM
30	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
31	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:50 PM
32	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:49 PM
33	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:49 PM
34	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:46 PM
35	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:45 PM
36	Missouri Learning Standards are clear and there is ABSOLUTELY no need for change!! AS A TAX PAYER/CERTIFIED REPUBLICAN, CHANGE IS NOT NEEDED!!!!	11/19/2015 1:45 PM
37	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:45 PM
38	Assessment would not be fair because vertical progressions are not clear for students or teachers	11/19/2015 1:41 PM
39	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/19/2015 1:41 PM
40	ACT focuses primarily on argument. No clear goals for each grade level makes it unfair when testing, and also makes it difficult to build skills from one grade to another.	11/18/2015 1:32 PM
41	There is no way of to know what will be tested as the proposed standard is written. We have experienced much success with the current standards, and the students know what they are expected to be able to do, specifically!	11/17/2015 4:00 PM
42	There is no way to know or understand what will be assessed on the state assessment as they are proposed. With it being lumped together, teachers do not know what their grade level students will be required to know for assessments.	11/17/2015 3:58 PM
43	It is difficult to see what students will be assessed on and at what grade level. Expectations and alignment must be present. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:58 PM
44	It is easy to create a rubric from the Missouri Learning Standards. When unwrapped, there is the rubric. Not so with the rewrite. It's redundant.	11/17/2015 3:57 PM
45	It can be assessed; however, which standards that can be assessed are not broken down per grade level.	11/17/2015 3:56 PM
46	Again, standards would only be acceptable if vertical strands were added in order for each grade to be able to be taught the skills they should be taught at the current grade level. Without the vertical strands, teachers are left to teach open-ended without a clear focus.	11/17/2015 3:56 PM
47	The standards are too general. Teachers have nothing specific to assess. The skills we teach in the classroom may or may not be assessed on the test.	11/17/2015 3:55 PM
48	It will be difficult to determine what kids will be assessed on because the current proposed plan is too generalized.	11/17/2015 3:54 PM
49	We would have difficulty knowing what students would be assessed on because the proposed standards are too general and should be divided out between the grade levels.	11/17/2015 3:54 PM
50	The ACT focuses primarily on argument writing, but the new writing shows more blended writing across the curriculum and students should perfect the areas of argument, informative, etc. before being expected to blend those.	11/17/2015 3:54 PM

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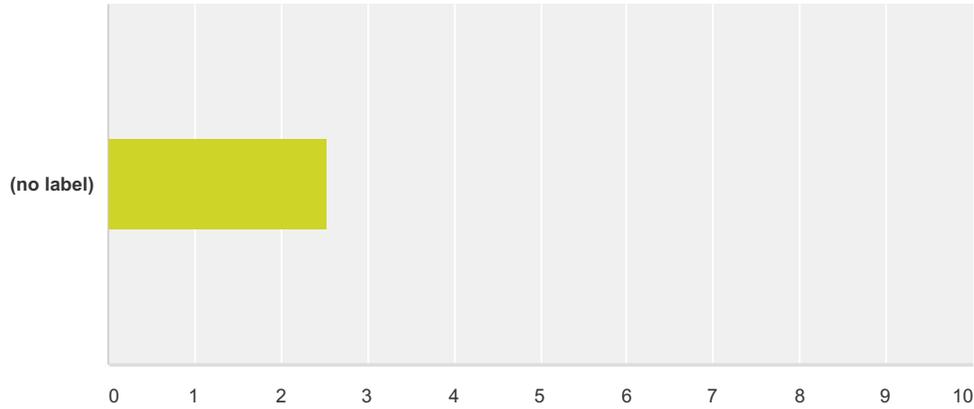
51	Standards are too broad to be assessed.	11/17/2015 3:53 PM
52	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
53	Since there are only 3 writing standards that encompass all three types of writing it would be difficult to make sense of what is actually being assessed if the standard in the curriculum is W1. You would have to read through the entire set of lessons on each of the writing standards to see what exactly is being taught.	11/17/2015 12:02 PM
54	The proposed standards are too vague to get an accurate assessment.	11/13/2015 3:46 PM
55	Standards WR.2.11-12 and WR2.9-10 require students to blend genres in their writing. This is not appropriate for 8th grade, and it cannot be accurately assessed on a state assessment.	11/13/2015 3:01 PM
56	The standards would be acceptable for assessment if they are revised to reflect the Missouri Learning Standards.	11/13/2015 2:54 PM
57	Most of the standards can be assess within a classroom; however, they will be difficult to impossible to assess on a standardized test.	11/13/2015 2:10 PM
58	How can a state assessment measure whether students are self-selecting research topics?	11/13/2015 2:07 PM
59	This can be assessed over time in the classroom, but not on a state test.	11/13/2015 2:01 PM
60	If students are writing across all grade levels, performing the same essays, then there should be a common grading rubric to assess in the classroom and state assessment. The expectations must be aligned across all grades.	11/13/2015 2:01 PM
61	Writing should have more of a place so that it is assessed. When it is not assessed, or barely a part of assessment, students, parents, and administrators begin to view writing as not important. Before Common Core put more focus on writing, I actually had an administrator tell me to teach less writing because it is not assessed. I am afraid these changes are heading back in that direction.	11/13/2015 1:46 PM
62	Not sure, I would like to see a scoring guide since the standards are very vague.	11/13/2015 1:36 PM
63	Assessment would not be fair because vertical progressions are not clear for students or teachers.	11/13/2015 11:13 AM
64	Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
65	Assessment in the classroom is possible, but state assessment may be challenging unless students are actually composing writing as part of their state assessments.	11/13/2015 10:38 AM
66	The assessments wouldn't be fair because the vertical alignment is not clear for students.	11/12/2015 2:29 PM
67	Assessment would be equitable because vertical progressions are not clear for students and teachers.	11/12/2015 2:25 PM
68	The assessments would not be fair or realistic of students as the vertical progressions are not clearly developed. There are many large jumps in expected understanding from year to year.	11/12/2015 2:25 PM
69	Assessments would not be fair due to lack of specificity for standards.	11/12/2015 2:25 PM
70	The assessments would not be fair as the vertical progression is not appropriate and do not mirror the Missouri Learning Standards.	11/12/2015 2:24 PM
71	The assessments for the students would not be fair because the vertical progression is not clear for students	11/12/2015 2:24 PM
72	Assessments would not be a good measure because vertical progressions are not clear for students or teachers	11/12/2015 2:19 PM
73	Assessment would not be a good measure of success because vertical progressions are unclear for students and teachers.	11/12/2015 2:19 PM
74	As the vertical progression is unclear in its current form, assessments would be an unrealistic measure of a student's success.	11/12/2015 2:13 PM
75	With the broad language of these standards, it is unrealistic for teachers and students to prepare adequately for state assessments and future exams.	11/12/2015 1:58 PM
76	Assessments would not be a good measure of success in curriculum because terminology is too vague to determine what should be taught by teachers and learned by students, nor is there any way to determine what might appear on exams at the end of the year.	11/12/2015 1:57 PM
77	Assessments would be be fair because vertical progressions are not clear for students or teachers.	11/12/2015 1:56 PM

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78	I can assess in my classroom, but these are hard to assess at the state level.	11/12/2015 11:41 AM
79	They are all extremely broad and will be difficult to assess.	11/11/2015 3:54 PM
80	Blended structures of writing assignments must be evaluated with that blended structure in mind. Rubrics must be updated.	11/11/2015 3:45 PM
81	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
82	Assessments would not be fair because vertical progressions are not clear for students or teachers. On WR 1 I'm worried that this will place more emphasis on "research" rather than any other genre/type of writing.	11/11/2015 3:40 PM
83	Assessments would be unfair as vertical progressions are not clear for students or teachers.	11/11/2015 3:39 PM
84	Assessments would not be fair because vertical progressions are not clear for students or teachers.	11/11/2015 3:39 PM
85	Assessments would not be fair because vertical progressions are not clear for students or teachers.	11/11/2015 3:39 PM
86	Assessments would not be fair because vertical progression are not clear for students or teachers	11/11/2015 3:38 PM
87	Vertical progressions are not clear for teachers or students	11/11/2015 3:38 PM
88	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
89	Until the vocabulary is re-aligned, grade by grade, preparing for standardized testing will not be effective. Assessment can be built on the classroom level, but without a vertical alignment there is no confidence that all learning targets are being addressed.	11/9/2015 11:40 AM
90	Again, the standards are too vague and void of academic vocabulary to determine rigor. Rigor is created by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:31 AM
91	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write an argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
92	Unacceptable. Please continue use of the current Missouri Learning Standards.	11/6/2015 1:05 PM
93	I believe the proposed ELA 6-12 standards overly generalize writing standards for students. Specific anchor standards should be written for various aspects of writing, like organization, voice, grammar, etc. so that teachers explicitly teach these features and assessments provide targeted feedback in these areas.	11/6/2015 10:50 AM
94	Oversimplified, removed much of the rigor indicated by CCSS (current MLS). Unacceptable. Please use the full form CCSS (current MLS).	10/30/2015 3:28 PM
95	Not without clearly defined levels of structure. These seem like vague suggestions compared to the distinguished differences of the lower grades.	10/29/2015 4:30 PM
96	Requirements for grammar should be specifically tiered to each grade. Though 6th and 7th grade have a few more details, the current standard is overall too vague in this area. 8th - 12th should also have specific goals so that teachers can better assess students' readiness for the next grade.	10/28/2015 2:41 PM
97	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM

Q25 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 163 Skipped: 320



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	29.45% 48	17.18% 28	25.77% 42	27.61% 45	163	2.52

#	Suggested revisions for standards:	Date
1	They are understandable, but very limited in direction.	12/3/2015 11:49 AM
2	There's not much that's confusing about these standards; the problem is they simply don't provide enough direction. Both writing and research are complex tasks that require increased sophistication from grade to grade. These standards do not reflect those demands. While most secondary teachers would likely understand what is expected of them (loosely), they would likely NOT understand how their instruction - and student performance/products - would tangibly differ from grade level to grade level.	12/2/2015 2:44 PM
3	Be more specific like the GLEs	12/2/2015 8:40 AM
4	Please see comments above regarding W2. In addition to misleading information regarding narratives, there is misinformation in standards such as WR.3.6.b. Sometimes an author purposely uses fragments and run-ons. Students can and should learn about the purposeful use of these choices as a writer. To say "free of fragments" may be misleading to advanced writers. PLEASE, PLEASE, PLEASE consult the work of Ruth Culham and other writing experts. I do not see that research (or any research??) cited in these documents??	12/1/2015 3:30 PM
5	not sure why only some standards spell out which conventions they are looking for	11/30/2015 6:16 PM
6	They are way too vague- they need specifics to assist teachers, parents, etc.	11/30/2015 4:37 PM
7	With revision to add specifics, parents and teachers could follow the standard.	11/30/2015 4:37 PM
8	Terminology problem-- WR.2.8 One of the writing genres is mentioned as expository, informational, and explanatory. Can we just pick one term for this type of writing. If you pick one, we'd prefer INFORMATIONAL.	11/30/2015 4:34 PM
9	WR.2.8: The standard uses three different terms for one writing. PLEASE decide if the standard will say "Expository", "Explanatory", OR "Informative." Picking one word to describe this type of writing would be much less confusing.	11/30/2015 4:30 PM
10	WR2.8 - Pick a term and keep it consistent. For WR2.8B, either use informational, expository or explanatory - pick ONE.	11/30/2015 4:24 PM
11	See Overall Comments	11/30/2015 2:39 PM

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12	See below	11/30/2015 2:39 PM
13	See Overall Comments	11/30/2015 2:39 PM
14	Please read comments below	11/30/2015 2:37 PM
15	This would not be understandable to new teachers or to parents.	11/30/2015 9:26 AM
16	Please revise standards so that they are listed in bullet format. This will allow beginning teachers to more easily recognize different aspects of each standard.	11/30/2015 9:24 AM
17	See above.	11/28/2015 9:57 AM
18	The current Missouri Learning standards are understandable to educators and explainable to parents. The new proposed standards for writing and grammar do not do that! The lack of vertical alignment or clear representation of what students will be assessed on each year makes this new proposed researching and writing standards unacceptable.	11/23/2015 3:38 PM
19	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it. The proposed changes are not understandable to teachers.	11/23/2015 3:32 PM
20	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM
21	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
22	Agreed.	11/21/2015 8:24 AM

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23	The Missouri Learning Standards are clear and were the impetus for writing a detailed, complex and ever-growing curriculum—a live document that promotes collaboration between teachers, buildings and even in some cases, districts. The proposed standards are a joke.	11/20/2015 10:56 AM
24	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
25	They may be easy to understand, but that doesn't mean the standards are appropriate.	11/19/2015 2:19 PM
26	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 2:00 PM
27	Missouri Learning Standards are already clear and there is no need for change.	11/19/2015 1:56 PM
28	MO Learning Standards are clear and there is no need for change.	11/19/2015 1:54 PM
29	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
30	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:50 PM
31	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:49 PM
32	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:49 PM
33	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:46 PM
34	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:45 PM
35	With unclear progressions it would be EXTREMELY unfair to teachers and students (and administrators) but students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:45 PM
36	Missouri Learning standards are clear and there is not need for change.	11/19/2015 1:45 PM
37	Missouri Learning Standards are clear and there is no need for change	11/19/2015 1:41 PM
38	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:41 PM
39	WR 1.6 What is the standard citation system?	11/18/2015 9:33 AM
40	No, as a teacher, I would not know what objectives to highlight for seventh grade. As the MO Learning Standards state now, there is a clear order and clear development to explain to parents and to students.	11/17/2015 4:00 PM
41	The proposed are confusing for teachers and parents. How can we, as teachers, tell our parents what we will teach in our classrooms, when all grade levels are lumped together? It is unfair for teachers, students, and parents.	11/17/2015 3:58 PM
42	These standards are too broad and not detailed enough to understand what is expected.	11/17/2015 3:58 PM
43	Delineate grade level performance. When the standards were evaluated before the advent of Common Core, one way states lost "points" was to have broad, generic standards repeated again and again. That's what the rewrite does. It takes us backward.	11/17/2015 3:57 PM
44	Need detailed skills, too broad.	11/17/2015 3:55 PM
45	The standards are too general and vague and need to be more grade level specific for educators and parents.	11/17/2015 3:54 PM
46	The proposed standards are too general and should be grade level specific for parents and others in the community.	11/17/2015 3:54 PM
47	There are too many broad standards and expectations will not be as clear to educators and parents,	11/17/2015 3:54 PM
48	This the biggest concern. The standards are so broad parents and stakeholders will not understand.	11/17/2015 3:53 PM
49	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
50	Feedback on the state assessment would be very ineffectual. If students were to score at any level, it would be difficult to provide information that would be helpful to any of the stakeholders listed. It would give misleading information and very little in the way of feedback that would allow for corrective measures since the writing standards are so broad.	11/17/2015 12:02 PM
51	The way the standards are currently "coded" makes the first standard read like a 1st grade standard, the 2nd standard like a 2nd grade standard, etc. They SHOULD be coded SUBJECT.GRADE.STANDARD NUMBER Additionally, because so many of the standards have been changed from CCSS (which we've been using in the interim), it will make it incredibly difficult for teachers to find resources without extensive translation of our standards to what other standards resources are aligned to.	11/16/2015 8:59 AM

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52	The proposed standards are understandable to veteran teachers but would need to be expanded upon for new teachers. The current standards are understandable and explainable to others.	11/13/2015 3:46 PM
53	The standards should reflect the Missouri Learning Standards.	11/13/2015 3:01 PM
54	The standards would be acceptable if they are revised to reflect the Missouri Learning Standards.	11/13/2015 2:54 PM
55	It is not realistic though.	11/13/2015 2:01 PM
56	Missouri Learning Standards are clear and there is no need for change.	11/13/2015 11:13 AM
57	Less educator jargon Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
58	Missouri learning standards are clear and there's no need for change.	11/12/2015 2:29 PM
59	Missouri Learning Standards are clear and there is NO NEED for change.	11/12/2015 2:25 PM
60	Missouri Learning Standards are very clear and there is no need for change or revision.	11/12/2015 2:25 PM
61	The Missouri Learning Standards that we currently have are very clear and should not be changed.	11/12/2015 2:25 PM
62	Because the Missouri Learning Standards are so specific, they are very clear to parents and educators. Therefore we should not change these.	11/12/2015 2:24 PM
63	Missouri Learning Standards are clear because they are so specific and so they need no change.	11/12/2015 2:24 PM
64	Missouri Learning Standards are too vague to be understandable to educators and explainable to parents and other stakeholders	11/12/2015 2:19 PM
65	TOO VAGUE	11/12/2015 2:19 PM
66	The standards seem to be written in a way that is so incredibly vague that they are easily understandable, but the vagueness would certainly create confusion regarding assessment.	11/12/2015 2:13 PM
67	Overall, these are understandable in diction. However, the need of specification for several of the standards would help all stakeholders accurately assess student learning and their ability to write, analyze, and perform inside and outside of the classroom.	11/12/2015 1:58 PM
68	The terminology is too vague to be understandable. Language and specificity should be modeled after MO Learning Standards.	11/12/2015 1:57 PM
69	There should not be changes to the Missouri Learning Standards.	11/12/2015 1:56 PM
70	I think they might be insultingly simple.	11/12/2015 11:41 AM
71	Some of the standards are vague and can be open to the teacher interpretation.	11/12/2015 11:05 AM
72	I teach ELA which reading and language arts are combined into one forty-five minutes class session. It is difficult to cover everything, as well as three different types of writing. Grading 102 students' essays in a fair manner is very time consuming.	11/11/2015 7:00 PM
73	They are all extremely broad and will be difficult to assess.	11/11/2015 3:54 PM
74	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
75	MO Learning Standards are already very clear for teachers and students at every grade level.	11/11/2015 3:40 PM
76	Missouri Learning Standards are very clear for students and teachers at every level as it is; there is no need for change.	11/11/2015 3:39 PM
77	Missouri Learning Standards are already quite clear for teachers AND students at every grade level.	11/11/2015 3:39 PM
78	MO Learning Standards are already very clear for teachers and students at every grade level.	11/11/2015 3:39 PM
79	Missouri Learning standards are very clear no need for change	11/11/2015 3:38 PM
80	MO Learning Stds. are already very clear for teachers and students at all grade levels.	11/11/2015 3:38 PM

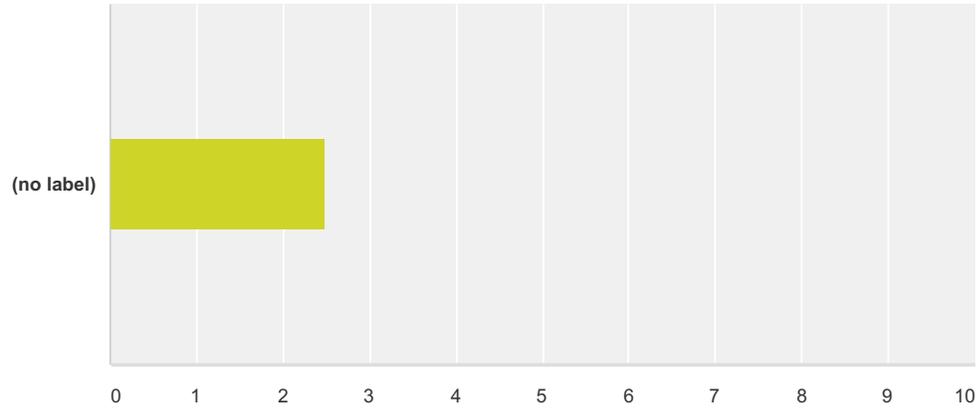
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81	<p>1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.</p>	11/9/2015 11:49 AM
82	<p>These standards are absolutely not understandable for new educators or those who are not from a district where teachers routinely collaborate. Specific vocabulary must be added to the standards.</p>	11/9/2015 11:40 AM
83	<p>A first year teacher reading these standards would be lost. They would have no clue what many of the proposed standards mean as they have minimal content experience.</p>	11/9/2015 11:31 AM
84	<p>The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?</p>	11/9/2015 11:16 AM
85	<p>The proposed draft is oversimplified and incomplete.</p>	11/6/2015 1:05 PM
86	<p>I believe the proposed ELA 6-12 standards overly generalize writing standards for students. Specific anchor standards should be written for various aspects of writing, like organization, voice, grammar, etc. so that teachers explicitly teach these features and assessments provide targeted feedback in these areas.</p>	11/6/2015 10:50 AM
87	<p>Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.</p>	10/27/2015 9:54 AM

Writing and Researching

Q26 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 157 Skipped: 326



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	31.85% 50	12.10% 19	32.48% 51	23.57% 37	157	2.48

#	Suggested revisions for standards:	Date
1	Language standards should be included as their own separate standards and expectations concerning grammar and language should be clearly written out and not just lumped in with writing.	12/3/2015 1:26 PM
2	Need more detail in standards!	12/3/2015 11:49 AM
3	More specific information is needed regarding the desired college format of essays.	12/2/2015 9:28 PM
4	When visiting with local college instructors, it's not uncommon to hear complaints about student writing. By the time students enter higher ed or the workplace, there is some expectation of independence and proficiency. The general nature of these standards do not adequately DETAIL the level of sophistication expected of a K-12 graduate.	12/2/2015 2:44 PM
5	Be more specific like the GLEs	12/2/2015 8:40 AM
6	There needs to be more delineation for standards such as WR. 3. in all grades 6-12: "Conventions of standard English and usage." Many important concepts are missing, such as parallel structure. Also see other comments above and below.	12/1/2015 3:30 PM
7	Again... I just worry that we are limiting our students with these standards. I know that an expository writing piece is not just a 5 paragraph essay, and that it could include a cover letter, but will all teachers think that? Is there a way to include a list of possible "real world" writing that relates to those 3 writing types so that students are actually prepared for writing in college/careers? I think literary analysis essays are also essential and not included.	11/30/2015 6:16 PM
8	Too general for high school. More direction needed for writing properly.	11/30/2015 4:43 PM
9	So much of the writing guidelines wasn't addressed that they will be assessed on in their college writing/career readiness.	11/30/2015 4:37 PM
10	See Overall Comments	11/30/2015 2:39 PM
11	See below	11/30/2015 2:39 PM
12	See Overall Comments	11/30/2015 2:39 PM

HB1490 Work Group - English Language Arts (ELA) 6-12

13	Please read comments below	11/30/2015 2:37 PM
14	There is not enough vertical progression. Several standards are redundant when they needed to start at an appropriate grade level and build.	11/30/2015 1:23 PM
15	The lack of clarity on the vertical alignment in the new proposed writing standards makes it more difficult for students to be college and/or career ready. The current Missouri learning standards are better suited for what student's to be successful.	11/23/2015 3:38 PM
16	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it, and it would not prepare students for college and career.	11/23/2015 3:32 PM
17	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM
18	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
19	WR 3.9 Language standards need to be grouped for vertical progression of skills. This makes it difficult to build skills from one grade to another if you don't know what was taught previously or expected for your own grade level.	11/23/2015 8:44 AM
20	I believe they will represent what students need after the level of expectation is made more clear.	11/21/2015 8:24 AM
21	The proposed standards will result in an erosion of writing skills that will leave our students unprepared for college.	11/20/2015 10:56 AM
22	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
23	No rigor present in these standards.	11/19/2015 2:19 PM

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24	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 2:00 PM
25	With unclear progressions it would be unfair to all involved; there needs to be more emphasis on all types of writing genres and the specific requirements for each as well as more focus on specific language standards.	11/19/2015 1:56 PM
26	With unclear progressions, it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards. Just like we currently have in MO Learning Standards - please - no need to change.	11/19/2015 1:54 PM
27	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
28	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:50 PM
29	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:49 PM
30	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing and language standards.	11/19/2015 1:49 PM
31	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:46 PM
32	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:45 PM
33	With unclear progressions it would be unfair to teachers and students (and administrators) but students when it comes to assessment.	11/19/2015 1:45 PM
34	With unclear progressions it would be fair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:45 PM
35	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on the three writing genres and language standards.	11/19/2015 1:41 PM
36	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/19/2015 1:41 PM
37	The proposed standard lacks detail and clarity. It is difficult to determine what will be tested at each grade level, therefore causing confusion. There is no clear alignment for grade level teachers and no specific genre instruction. The current standard is clear for students and teachers and has resulted in gains amongst students in our district. With the clear vertical progressions outlined in the current standards, a clear path of progression is seen.	11/17/2015 4:00 PM
38	There is no common goal.	11/17/2015 3:58 PM
39	Delineate the expectations for grade levels and grade bands. Use academic language. Be specific. Provide a natural progression that can easily be followed by parents and teachers alike. The new standards made standards-based grading possible.	11/17/2015 3:57 PM
40	There is no progression in how the standards should be taught from one grade level to the next. There is no unity because the standards are too general. In order to prepare students for the college and career field, there needs to be a progression of skills taught. At this current level, there are open pockets that will not facilitate students being prepared.	11/17/2015 3:56 PM
41	The current standards would not foster a college/and or career readiness due to each grade level not having a specific set of objectives that need to be met and assessed upon. Students would miss out on the progression that should be seen in the strands.	11/17/2015 3:54 PM
42	The detailed vertical progressions that we have in our district have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. What is proposed is too broad and is unfair to teachers and students.	11/17/2015 3:54 PM
43	If you address these broad standards, nothing will be covered deeply. Therefore, students may not be ready for the rigors of college.	11/17/2015 3:53 PM
44	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM

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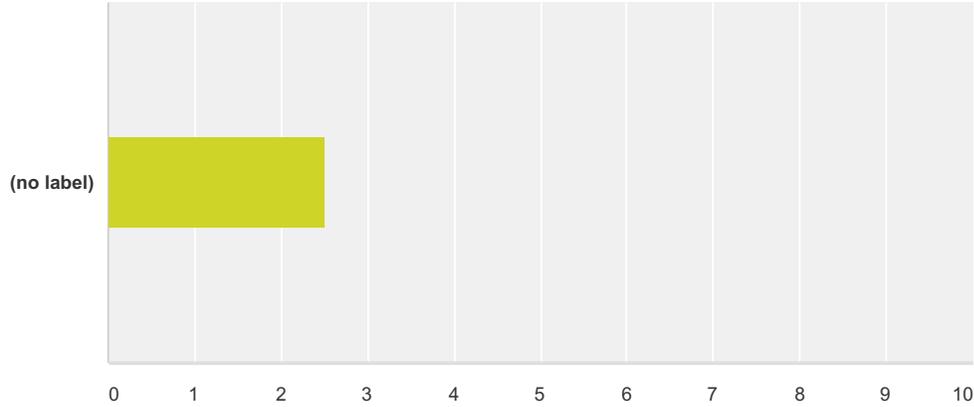
45	As with all standards, the methods and the means are necessary to teach necessary content for college and/or career readiness. The current standards are more in depth.	11/13/2015 3:46 PM
46	The standards should reflect the Missouri Learning Standards.	11/13/2015 3:01 PM
47	The standards would be acceptable for preparing students for college and/or career readiness if they are revised to reflect the Missouri Learning Standards.	11/13/2015 2:54 PM
48	Include prefixes and suffixes.	11/13/2015 1:46 PM
49	I would like specifics for how the writing will be assessed.	11/13/2015 1:36 PM
50	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on 3 writing genres and language standards.	11/13/2015 11:13 AM
51	Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
52	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be a greater focus on the three genres of writing.	11/12/2015 2:29 PM
53	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more of an emphasis on three writing genres and language standards.	11/12/2015 2:25 PM
54	There needs to be a greater emphasis on the three genres of writing if we truly want to prepare students in a meaningful ways.	11/12/2015 2:25 PM
55	Due to the lack of a variety of writing genres, students will not be prepared for college/career.	11/12/2015 2:25 PM
56	There needs to be more of an emphasis on the three genres of writing if students are to be prepared for college and/or career readiness.	11/12/2015 2:24 PM
57	With unclear progressions it would be unfair to teachers and students when it comes to assessment. There needs to be more emphasis on the three writing genres and language standards.	11/12/2015 2:24 PM
58	With unclear progressions it would be unfair to teachers and students when it comes to assessment, there needs to be more emphasis on 3 writing genres and language standards.	11/12/2015 2:19 PM
59	The progressions are unclear to for both students and teachers. There should be more emphasis on the 3 writing genres and language standards. Assessment would not be accurately assessing skill sets as written.	11/12/2015 2:19 PM
60	Criteria, as they are currently written, are incredibly vague and non-specific. It would not be realistic to expect that students would be prepared for college without a more specific standards.	11/12/2015 2:13 PM
61	As a former college professor, I would like to see more emphasis on the modes of discourse that students will need to prepare for college and career.	11/12/2015 1:58 PM
62	Again, too much of the terminology is so vague that it prevents teachers and students from determining what is being required for career and college readiness. There is not emphasis on three genres of writing to safely say that students will be college and career ready.	11/12/2015 1:57 PM
63	There needs to be more emphasis on the three genres of writing.	11/12/2015 1:56 PM
64	I do not think these standards push them to the depths that students must go in order to be college and career ready.	11/12/2015 11:41 AM
65	These standards seem to be less vigorous than our previous MLS.	11/12/2015 11:05 AM
66	Standards are extremely vague and not clearly scaffolded. It will be difficult to assess and prepare students the way these are written. The MO learning standards specifically prepared students more effectively.	11/11/2015 3:54 PM
67	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
68	Revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:40 PM
69	Revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM
70	The revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM
71	The revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM

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72	with the unclear progressions I am not sure if they would reach college and/or career readiness. It needs to have more emphasis on the three writing genres and language standards	11/11/2015 3:38 PM
73	The revision would have to make vertical progression clearer and emphasize the 3 writing genres and language stds.	11/11/2015 3:38 PM
74	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
75	Again, the standards are too vague and void of academic vocabulary to determine readiness Preparing students for higher ed and employment must be addressed by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:40 AM
76	Again, the standards are too vague and void of academic vocabulary to determine rigor. Rigor is created by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:31 AM
77	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
78	Lacking rigor and complexity at higher grades.	11/6/2015 1:05 PM
79	Please do not take away the standard L.6.2.B (Spell correctly).	11/6/2015 10:59 AM
80	I feel L.6.2B (Spell correctly) should not be left out due to this is a college and/ or career readiness skill.	11/6/2015 10:59 AM
81	Literary analysis is missing as is any mention of specific career based writing.	11/2/2015 12:51 PM
82	Rigor is not high enough.	10/30/2015 12:25 PM
83	Again, colleges are expecting these students to be able to understand grammar rules. We need a grammar standard. It is beyond imperative that we keep grammar as a testable/measurable standard.	10/30/2015 10:21 AM
84	College level papers require certain minimum qualities. I think these can be interpreted too loosely throughout and some students/schools may never require full essays of any given length or rigor.	10/29/2015 4:30 PM
85	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM
86	In order for students to reach college and career readiness, they must be able to write with proper grammar. Middle school and high school standards should include mastery of proper capitalization, punctuation, sentence structure, and verb tense. The standards as they are will not help students develop the mechanics of their writing, and therefore are incomplete.	10/26/2015 7:15 PM

Q27 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 157 Skipped: 326



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	30.57% 48	12.10% 19	34.39% 54	22.93% 36	157	2.50

#	Suggested revisions for standards:	Date
1	Again, language standards need to be more detailed.	12/3/2015 11:49 AM
2	Again, these standards simply need more detail to clearly articulate expectations. Most "big rocks" are included, however globally. The one glaring omission is a vertically aligned grammar/conventions/usage program. While we don't make this the cornerstone of our ELA program, it would be nice to have some direction from the state regarding expectations. In this proposed version, grades 6, 7, and 8 are to focus (only) on comma use, verb tense, and unclear pronouns. By grade 9, it fades to simply: "demonstrates command of the conventions of Standard English grammar and usage." Perhaps the intent is to allow individual districts determine grade-specific skills for grammar instruction. But why is this the only facet of the ELA standards where this degree of autonomy is provided? In reality, this increases the burden on each individual MO district.	12/2/2015 2:44 PM
3	Be more specific like the GLEs	12/2/2015 8:40 AM
4	See above.	12/1/2015 3:30 PM
5	see other comments.	11/30/2015 6:16 PM
6	Too general.	11/30/2015 4:43 PM
7	Specifics and guidelines would be very helpful.	11/30/2015 4:37 PM
8	Again the specificity of the current standards helps ensure the content is covered. Grammar standards should be specific 9-12. Standard grammar conventions is too vague on WR.3.	11/30/2015 4:37 PM
9	See Overall Comments	11/30/2015 2:39 PM
10	See below	11/30/2015 2:39 PM
11	See Overall Comments	11/30/2015 2:39 PM
12	Please read comments below	11/30/2015 2:37 PM

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13	The proposed standards are NOT accurate and do NOT encompass the breadth of the content. This writing/research/language strand is extremely lacking in the breadth of what students need to understand for success at the assessment stage. There is not enough vertical alignment.	11/23/2015 3:38 PM
14	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it.	11/23/2015 3:32 PM
15	Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.	11/23/2015 3:27 PM
16	The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/23/2015 3:27 PM
17	The standards are too broad.	11/23/2015 8:44 AM
18	The Missouri Learning Standards should be kept in place.	11/20/2015 10:56 AM
19	There is a need for vertical progression. It is unclear what is expected at each grade level.	11/20/2015 10:51 AM
20	No depth to the standards.	11/19/2015 2:19 PM
21	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 2:00 PM
22	Missouri Learning Standards already do this; these do not offer any improvement.	11/19/2015 1:56 PM
23	MO Learning Standards are clear and there is no need for change.	11/19/2015 1:54 PM
24	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM

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25	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:50 PM
26	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:49 PM
27	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:49 PM
28	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:46 PM
29	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:45 PM
30	With unclear progressions it would be EXTREMELY unfair to teachers and students (and administrators) but students when it comes to assessment.	11/19/2015 1:45 PM
31	Missouri Learning standards are clear and there is not need for change.	11/19/2015 1:45 PM
32	Missouri Learning Standards are clear and there is no need for change	11/19/2015 1:41 PM
33	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:41 PM
34	Where is LANGUAGE? This strand cannot be lumped under writing. It will too easily be a lost skill again as it was in the Whole Language era. The current standards outline specific objectives and goals, making it clearer and more attainable for students.	11/17/2015 4:00 PM
35	The actual language skills are just tucked in this standard. There are not clear standards for language skills that appear on the state assessments.	11/17/2015 3:58 PM
36	Without a glossary and mention of rigor, it's difficult to know what the expectations are, and if they are accurate. Provide a clear description of what a grade level piece of writing should contain.	11/17/2015 3:57 PM
37	Accuracy is what is missing. How do we as teachers know which content is for which grade? What we have is WORKING!!!! It's clear and detailed. It shows progression. It is accurate.	11/17/2015 3:56 PM
38	The standards are accurate but do not encompass the breadth of the content by lacking the specific details needed at each grade level to show growth.	11/17/2015 3:54 PM
39	While the standards in this strand are accurate, they do not encompass the breadth of the content because they are too general by lacking the specific details needed!	11/17/2015 3:54 PM
40	They are too broad and should be broken down into grade levels.	11/17/2015 3:53 PM
41	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Needs to clearly have defined standards for each grade level - introducing new skills - or laddering skills to prepare student for grade level state and district benchmark assessments. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:52 PM
42	Language skills with structured expectations of grammar, conventions, and creative writing need to be included.	11/17/2015 3:28 PM
43	The current strands are what we built our ELO's on and appear to be accurate and encompass the content.	11/13/2015 3:46 PM
44	The standards should reflect the Missouri Learning Standards.	11/13/2015 3:01 PM
45	The standards would be acceptable if they are revised to reflect the Missouri Learning Standards.	11/13/2015 2:54 PM
46	Again, I'm not sure.	11/13/2015 2:10 PM
47	The types of writing in which development, organization, and style are necessary will not always appropriate for the grade level.	11/13/2015 2:01 PM
48	What happened to vocabulary, including prefixes and suffixes? These are important.	11/13/2015 1:46 PM
49	Vocabulary acquisition has been eliminated, but as a writing teacher I feel it should be included.	11/13/2015 1:41 PM
50	Where are the language standards? comma use and verb tense is not enough in the way of commands of English.	11/13/2015 1:36 PM
51	Missouri Learning Standards are clear and there is no need for change.	11/13/2015 11:13 AM
52	Spelling, capitalization? Language is gone? Only in the 3.8 as review, revise, edit? Language standards stop at grade 5?	11/13/2015 10:44 AM
53	Missouri learning standards are clear and there's no need for change.	11/12/2015 2:29 PM
54	Missouri Learning Standards are clear and there is NO NEED for change.	11/12/2015 2:25 PM
55	Missouri Learning Standards are very clear and there is no need for change or revision.	11/12/2015 2:25 PM
56	The current Missouri Learning Standards are fine and should NOT be changed.	11/12/2015 2:25 PM

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57	Because the Missouri Learning Standards are so specific, they are very clear to parents and educators. Therefore, we should not change these.	11/12/2015 2:24 PM
58	Missouri Learning Standards are clear because they are so specific and so they need no change.	11/12/2015 2:24 PM
59	Missouri Learning Standards are clear and there is no need for change.	11/12/2015 2:19 PM
60	Too Vague	11/12/2015 2:19 PM
61	The breadth of the standards in this strand is not arguable, nor is the breadth even an issue. It is my opinion that the standards are simply lacking depth! There are myriad standards that students are asked to master, but in order to add rigor into our curriculum, we should ask them to dig deeper, not add additional categories onto their academic plates.	11/12/2015 2:13 PM
62	The Missouri Learning Standards provide a strong vertical progression for writing and provide a strong model for these standards.	11/12/2015 1:58 PM
63	The terminology is too vague to be understandable. Language and specificity should be modeled after MO Learning Standards.	11/12/2015 1:57 PM
64	The Missouri standards are much more thorough so there is no need to change them.	11/12/2015 1:56 PM
65	I think the emphasis is on research. That is not a bad thing, but I want equal treatment for other types of writing.	11/12/2015 11:41 AM
66	There are not as vigorous as the MLS.	11/12/2015 11:05 AM
67	These standards are too vague. See MO learning standards for more specific breakdown.	11/11/2015 3:54 PM
68	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
69	MO Learning Standards are already very clear for teachers and students at every grade level.	11/11/2015 3:40 PM
70	Revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM
71	The revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM
72	The revision would have to clear up vertical progression and place more emphasis on the three writing genres and language standards.	11/11/2015 3:39 PM
73	Missouri Learning standards are very clear no need for change	11/11/2015 3:38 PM
74	1. The standards are very broad. They are also complicated and long. They should be broken down into less complicated strands. This leads to problem #2. 2. Missouri students are not properly prepared for the Language Arts portion of the A.C.T. There is a disconnect between our E.O.C. tests and the A.C.T. The Language arts portion of the A.C.T. is heavily focused toward grammar and structure. I find that the standards lead teachers to steer away from this instruction in the classroom. What the students really need technical writing skills, both for college and the workplace. We should shift the focus on our testing schedules to grammar and structure rather than just reading and interpretive elements. As an English teacher with almost three decades of experience, I can tell you that college professors are concerned with incoming freshmen and their competence or lack thereof as it pertains to grammar and structure.	11/9/2015 11:49 AM
75	These standards are too vague to be accurate in any way. There is much missing language that would identify the learning targets. Replace the vocabulary that specifies the targets.	11/9/2015 11:40 AM
76	Again, the standards are too vague and void of academic vocabulary to determine rigor. Rigor is created by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:31 AM
77	The academic vocabulary at each grade level is missing. Also, what is the standard format of citation we need to use. What are they analyzing? Are they using this to write and argument, narrative, or news story? What types of texts are the evaluating- news, video, audio, graphics?	11/9/2015 11:16 AM
78	The proposed standards do not reflect best practice literacy instruction as well as the current Missouri Learning Standards.	11/6/2015 1:05 PM
79	I believe that the spelling piece should be kept as a major piece of our standards. Leaving the standard L6.2 wording the same way instead of only focusing on the punctuation piece.	11/6/2015 10:59 AM
80	Please do not take away the standard L.6.2.B (Spell correctly).	11/6/2015 10:59 AM
81	The standards need to be more specific.	10/30/2015 12:25 PM

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82	Where are the LANGUAGE standards? You left out all the grammar. Why does 5th grade have extensive grammar but it stops in 6th grade?	10/29/2015 4:30 PM
83	Overarching "big" standards with "general" standards underneath. I worry that WR.1 places more emphasis on "research" than other genre/types of writing. There's no progression/vertical alignment for Narrative, Expository, and Argumentative writing in grades 9-11.--which is not fair to students or to teachers. And the progression for grades 6-8 is also meager. There's no progression/vertical alignment for Language--very broad--placed underneath WR.3. As we know, students struggle with grammar and conventions--with no progression provided, how do students and teachers know what skills are expected at each grade level? I also worry about the "blending" of genres under WR.2. I think it's a wonderful goal--but very hard to teach and hold all students accountable for it. They are still struggling with expository and argument and refining skills/style.	10/27/2015 9:54 AM
84	Standards must include understanding of parts of speech, sentence structure, capitalization, punctuation, verb tense agreement, etc.	10/26/2015 7:15 PM

**Q28 Overall comments regarding the
proposed standards for Writing and
Researching:**

Answered: 87 Skipped: 396

#	Responses	Date
1	Please give more direction on what teachers should be covering as far as language standards go.	12/3/2015 11:49 AM
2	Would like to see cursive writing required at the upper grades. ELA Strands in general seem to be a bit on the vague side. Concerned this may cause teachers further stress and prove to be detrimental to education.	12/2/2015 5:33 PM
3	We need language standards at the 6-8 level!	12/2/2015 2:57 PM
4	Is there any thought about developing an appendix to accompany these standards? My biggest complaint with this strand is brevity and over-simplification. In my experience, when teachers don't have specific direction, outcomes across multiple classrooms, buildings, and districts naturally vary - often widely. These standards simply leave too much room for interpretation. While some find our current standards to be overly detailed, at least they clearly differentiate expectations for students at different grade levels. Even better, the Common Core provides annotated samples of student writing to clearly illustrate and anchor expectations at each grade level across multiple genres. This might be something Missouri might want to consider. Also, how do these 6-12 standards align with K-5? Ensuring vertical alignment K-12 is the responsibility of our State Board of Education.	12/2/2015 2:44 PM
5	I have already submitted a complete survey for this strand, but wanted to add a recommendation to include current research such as the "Writing Next" report (http://all4ed.org/wp-content/uploads/2006/10/WritingNext.pdf) It includes important ideas such as using writing models and collaborative writing which are not addressed in our standards.	12/2/2015 9:51 AM
6	Be more specific like the GLEs	12/2/2015 8:40 AM
7	The new proposals are taking a step backwards in writing and research. leave the expectations high and the children will aspire to them.	12/2/2015 7:46 AM
8	There is MUCH missing in these standards--it seems as if these standards will take our students a step back, and require less from them in writing than we currently expect. Please use and cite the use of writing experts, including: Ruth Culham, Penny Kittle, Lucy Calkins, Nancie Atwell, and others.	12/1/2015 3:30 PM
9	Needs more discrepancy between grade levels in standards.	12/1/2015 3:23 PM
10	The proposed writing standards format is nicely set up; one can see how the standard is to be applied to the three types of writing.	12/1/2015 9:13 AM
11	Rewriting some of the standards so that they are stated more concisely doesn't take away from the fact that the material still has to be covered. I counted around 43 lessons that need to be taught. This doesn't count reteaching/remediation that will be needed because most students don't pick up things in 1 lesson. Those 43 lessons don't take into account the massive amount of reading that students need to become familiar with what will be expected and the writing that students will need to do. Writing (doesn't matter if it is poetry, narratives, or research-based) requires days to give examples, time to write, time meet with individuals regarding the writing, revise it, edit it, publish it (and redo it because it wasn't completed correctly the first few times) and read it. When was time for that taken into consideration?	11/30/2015 8:38 PM
12	I like that they have been simplified I just worry about the assessment of these standards specifically. I also worry about narrowing the options of writing types to narrative, argumentative and expository though I am sure there is plenty of research to back those decisions up.	11/30/2015 6:16 PM
13	Too general for writing. Students seem to forget most of the grammar and punctuation rules from elementary, middle, and junior high school by the time they are expected to do longer research projects.	11/30/2015 4:43 PM
14	These comments represent two educators.	11/30/2015 4:37 PM
15	The plagiarism piece is important to include as part of the Writing and Researching standards. Specifics should be included. Grammar conventions should be included - similar to those needed to prepare for the ACT.	11/30/2015 4:37 PM
16	We feel that the new standards simplify what is expected and easier to understand.	11/30/2015 4:21 PM

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17	WR There are no language standards attached to these standards Additionally, what happened to providing evidence as support for analysis, reflection and research. Furthermore, no reference to citing of specific evidence in writing, which leaves door open for "copy and paste" writing. Wording omitted that needs to be included in all standards: relevant information, appropriate audience, formal style, organizational development to include: introduction, development, and conclusion.	11/30/2015 2:44 PM
18	All of the proposed standards are too vague-they need to have more direction on what is important for researching and writing/grammar-9-12 need to work with citations and how to avoid plagiarism. There are no Grammar/Language Standards-these need to be added. Current Standards are much better (more detail and specifics) than the proposed standards. Each grade level should require more rigor and different types/styles of writing, as well as, different and more difficult language/grammar structure and appropriateness.	11/30/2015 2:39 PM
19	All the proposed standards are too vague. They need to be more specific for exact writing techniques and skills. Each grade level should have a more advanced writing technique than the previous one. Students should still be expected to properly use evidence and citations in writing as well as learn how to avoid plagiarism. Additionally, there are no language/grammar/usage standards anywhere. Current standards are much better (more specific and more detail) than the proposed standards.	11/30/2015 2:39 PM
20	WR.1: There are no language standards attached to these at all. Where is the grammar? The standards are far too vague. Do students not need to use evidence to prove their points? WR.2: Students should not be allowed to "self-select" different styles of writing. Where is Research and Analytical writing? Do they need to support their claims? Introductions and conclusions aren't important? Grammar? WR.3: Vague standards as far as Conventions of standard English and usage go.	11/30/2015 2:39 PM
21	The proposed standards are too vague. Each standard needs to be more specific and MUST contain language standards to teach proper grammar usage. The current Missouri Learning Standards were better as a whole. Please keep the current MLS for writing.	11/30/2015 2:37 PM
22	Seems very much like common core, paraphrased, with too much expected from the lower grades when they are not developmentally ready.	11/30/2015 1:23 PM
23	Placing research first may take away from the three genre types Without detailed vertical progressions for each grade level , it isn't clear what is expected (so what will be tested?), It doesn't allow multiple opportunities to build skill	11/30/2015 10:05 AM
24	A much more succinct way of wording the standings while still covering the standard expectations comprehensively.	11/30/2015 9:33 AM
25	Several standards require access to digital technology. So many districts are not 1-1 on technology;this puts those students at a terrible disadvantage. Students also need to do things the old school way when technology fails.	11/30/2015 9:29 AM
26	Revising needed!	11/30/2015 9:26 AM
27	WR2 - I really like the way each part of the standard is broken down by grade level. Each grade level knows exactly what mode of writing is expected. Very helpful!	11/28/2015 8:40 PM
28	I appreciate that the language standards are encompassed by these writing standards. Teaching language within students' writing is appropriate for them to see the need for the rules.	11/24/2015 7:36 AM
29	This strand is lacking. This strand has too many standards that have been combined. Too many of the language standards have been taken away or combined to the point of misunderstanding.	11/23/2015 3:38 PM
30	There are several significant problems with the writing standards. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? Why are we changing the current Missouri Learning Standards? Language should be its own strand. Without spelling out what should be taught at each grade level, there will be gaps in student learning and much confusion. How can we expect to prepare students for assessment when we are unclear on this? Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. The current Missouri Learning Standards should not be changed. It would be a detriment to students and teachers to change it. Again, language should be its own strand. I do not understand why some of these changes were made. Please keep the Missouri Learning Standards the same as they were for writing and language.	11/23/2015 3:32 PM

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31	<p>The current standards should not be changed. Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. Students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another. The same is true for language skills - how can we know what to teach at each grade level without vertical alignment. Why are we changing the current Missouri Learning Standards? LANGUAGE SHOULD BE ITS OWN STRAND. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do.</p>	11/23/2015 3:27 PM
32	<p>The current standards should not be changed. In the proposed standards, detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build the skills, etc. How can we have a coherent path across the grade levels? The same is true for language skills - how can we know what to teach at each grade level without vertical alignment? There is no clear rationale to eliminate the Language strand; it is a vital part of writing. In addition, having this called "writing and researching" is misleading. Researching should be a strand within writing, and this makes it sound like it has equal weight to all the types of writing we do. Beginning at the 9th grade, the writing standards are broad and shift to blended genres. This is problematic because students are still trying to perfect skill in genre types—especially argument and informative writing. The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. Also, the ACT focuses primarily on argument. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.</p>	11/23/2015 3:27 PM
33	<p>these standards are pathetically generic. At least K-5 standards made an effort at what should be taught. Provides little to no details on how this will be assessed. Also, apparently vocabulary work is of little importance in the upper grades. It seems to be taught in elementary and then disappear.</p>	11/23/2015 11:41 AM
34	<p>As I mentioned, I believe the writing standards are accurate, but their formatting allows for an interpretation of lower expectations. Again, I would be happy to comment more, so if you have any questions, please contact me: craig.hurst@mjays.us</p>	11/21/2015 8:24 AM
35	<p>*Placing research first may take away from the three genre types *Without detailed vertical progressions for each grade level, it isn't clear what is expected (so what will be tested?), it doesn't allow multiple opportunities to build skill, etc. Concerns: *Beginning at the 9th grade, the writing standards are broad and shift to blended genres. *Students are still trying to perfect skill in genre types—especially argument and informative writing. *The idea of blending genre types is something we should aim for—but to be held accountable for that on the EOC—is disconcerting. *Also, the ACT focuses primarily on argument. Concerns: *Detailed vertical progressions are not listed for each grade. Argument, Narrative, and Informative writing are tucked under our current W.4. *The detailed vertical progressions have allowed us to create specific mini lessons and build student writing skills, giving us/students a common goal, common language, etc. Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.</p>	11/20/2015 11:05 AM
36	<p>If you want to erode writing skills and kill the acquisition of collaborative skills needed in our changing and ever technologically connected society, adopt the proposed standards. Take Missouri back twenty years.</p>	11/20/2015 10:56 AM
37	<p>Wow. The standards for writing have put us back 30 years. I am shocked at what I am reading and hope these are not what we see in final standards.</p>	11/19/2015 2:19 PM
38	<p>The Missouri Learning Standards are clear, concise, and are vertically aligned. Why in the world would we replace them with non-specific standards that do not delineate to both teachers and students what it is they are going to be responsible for teaching and learning? We have standards that are already working very well and this is a waste of taxpayers dollars.</p>	11/19/2015 2:00 PM
39	<p>We have spent so much money and so much time writing a new curriculum over the last few years and aligning it to the Missouri Learning Standards that are already rigorous and provide clear expectations at each grade level. It is a waste of time and money (and is very frustrating) to change the standards, especially since these are worse than the ones in effect now.</p>	11/19/2015 1:56 PM

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40	We have seen great growth in our students' achievements by following the MO Learning Standards. These current standards are clear and progressive, and there is no need to change what is working, especially to standards that are vague. Please don't waste any more of our time and money to change something that doesn't need to be changed. Thank you for listening to our opinions as we are the ones who are teaching our children.	11/19/2015 1:54 PM
41	I feel the Missouri Learning Standards are appropriate as written, I do not feel tax dollars should be wasted any more.	11/19/2015 1:50 PM
42	Missouri Learning Standards provide students and teachers with clear expectations for every grade level. The vague language identified above would cause confusion and would not provide the best opportunities for students.	11/19/2015 1:46 PM
43	These standards do not need to be redone.... Not at all.....	11/19/2015 1:45 PM
44	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:45 PM
45	The Missouri Learning Standards provide clear expectations for students and teachers across the state. An alteration to more vague terms would create confusion and would not be the best option for students.	11/19/2015 1:41 PM
46	Is there a specific Standard Citation that we should be teaching?	11/18/2015 9:20 AM
47	The MO Learning Standards are WORKING as they are. As a professional who is actively teaching students in a classroom, I have never experienced such academic growth as I have in the last three years in ELA. Please make sure that the changes stay true to aligning the objectives as the MO Learning Standards did!	11/17/2015 4:00 PM
48	What is currently in place is working and progression of student learning is being seen. Clarity and expectations are already present.	11/17/2015 3:58 PM
49	Very disappointing. Broad, generic, too little to demonstrate what proficiency would look like--that clear picture of where the "bar" is set. I would love to comment on language standards, but there aren't any. I would also like to review the expectations for text complexity, but that's not provided either. These are a poor substitute for what the Missouri Learning Standards provided. Embarrassing.	11/17/2015 3:57 PM
50	Language standards in the proposed standards are grouped with writing (that's not bad)—but there's little vertical progression of skills. Without progressions identified, there's no clear goal for each grade level which makes it unfair when testing—but more importantly, makes it difficult to build skills from one grade to another.	11/17/2015 3:55 PM
51	The proposed standards would not set a rigorous path. Detailed vertical progressions are not listed for each grade. Need to show vertical progression in the expectations of the writing. It isn't clear what is expected at each grade level. There is no clear goal which makes it unfair when testing. Our district currently has it divided out by grade level which is better for teachers and students. Going to the broad category would cause us to backslide from where we currently are.	11/17/2015 3:54 PM
52	No further comments	11/17/2015 3:54 PM
53	Revisions are needed to standard for proper alignment with grade level to create ladder learning standards. Standards need to be aligned and defined by grade level to help prepare students for state and district assessments. Having defined skills ensures the teaching of specific grade level language skills versus vague standards.	11/17/2015 3:52 PM
54	Writing and Researching must include standards with conventions and grammar in order to maintain and improve the ability of students to make themselves understood in writing. Without structures in place for the explicit teaching of language, students will leave 12th grade without key communication skills to be used in college or their careers.	11/17/2015 3:28 PM
55	The overall feeling of the proposed standards are that they are too vague. The current standards appear to hold more information or explanation of the standards that are expected.	11/13/2015 3:46 PM
56	Teachers have appreciated the way the Missouri Learning Standards are written, and we would like to see the rigor continue. Our students have grown from the current standards, and we need to stick with them.	11/13/2015 2:54 PM
57	These standards do not acknowledge that many students in high school still need instruction on paragraphing, grammar, etc.	11/13/2015 2:07 PM
58	So much of the content has shifted from Writing Standards into Reading Standards, at least at the middle school level. This may seem like "not a big deal," but many schools (including the one I have taught at for 12 years) have a reading class separate from the writing class. The teachers work together, but it's not the same teacher. When all the focus is put on the reading class and so little is placed within the writing class, it causes administrations to think there is little value to writing skills. Schedules are changed, and sometimes writing teachers are even laid off. Writing and reading are of equal importance in high school, college, and careers. Making it appear they are not by having pages and pages of reading standards with minimal writing standards is a poor choice.	11/13/2015 1:46 PM
59	Writing standards are not as focused at the middle school level as they are at the elementary level.	11/13/2015 1:41 PM
60	Where are the vocabulary standards? Word acquisition is important to Missouri kids. They need to be added to our standards.	11/13/2015 1:36 PM

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61	Please approve the adopted Missouri Learning Standards.	11/13/2015 1:27 PM
62	We feel that grammar is very important beyond grade 5. Grades 6-12 need to have its own grammar strand.	11/13/2015 10:44 AM
63	Impressed by the self-select/ blend of writing modes at high school level. This method is much more applicable to post-graduate scenarios.	11/13/2015 9:58 AM
64	As a Missouri citizen, I'm embarrassed by our rejection of the Common Core standards we as a state worked so hard to help produce. As a teacher, I'm tired of dealing with a "new" set of standards every couple years. I cringe thinking about the money and man-hours wasted on this project, especially given the inevitability of their replacement in the near future. Please just plagiarize the Common Core. Verbatim.	11/13/2015 7:49 AM
65	While broadening the standards to allow schools and teachers to adapt writing styles gives some freedom for the individual class to focus on necessary writing modes and analysis, I am concerned with the idea that students will be tested and teachers will have not covered possible modes of discourse.	11/12/2015 1:58 PM
66	Thank you for the concise descriptions of tasks and skills.	11/12/2015 11:17 AM
67	I feel that the new standards are less vigorous than our old Missouri Learning Standards. The standards are vague and can be open to teacher interpretation.	11/12/2015 11:05 AM
68	I am concerned that the "Language" portion is not present. Kids still need to know and understand the parts of speech.	11/11/2015 7:00 PM
69	We have made significant gains in this area using the MO learning standards as a guide. These standards are not helpful in guiding instruction.	11/11/2015 3:54 PM
70	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:43 PM
71	No	11/11/2015 3:40 PM
72	I think the writing standards are well-written. They are divided somewhat differently than the Common Core State Standards, but I don't think that is necessarily a bad thing. They seem to cover similar items, they just "divide the pie" differently, so to speak. The only way I could see this be an issue is for districts that are moving towards Standards Referenced Grading. I don't know that it will be a problem necessarily, but it might make a difference for how grade reporting looks.	11/9/2015 3:34 PM
73	They are more streamlined.	11/9/2015 1:15 PM
74	1. They are too complicated and lead to teachers avoiding repetition in the classroom. Repetition of skills is more important than alignment In a real classroom, a teach feels pressured to address all the standards and ignores the importance of repeating skills so as not to lose the skills. We need to get away from the modern idea that repetition kills. Ignoring repetition kills!	11/9/2015 11:49 AM
75	These standards are not appropriate for instruction. In districts where teachers are supported and contents vertically aligned, the gaps will be filled in some way. In other districts, students will suffer as they are left to the instructional whims of individuals who may or may not understand their content.	11/9/2015 11:40 AM
76	I like the proposed standards, but I don't like how you numbered them. It is stupid to put the grade level after the number of the standard.	11/9/2015 10:55 AM
77	Please continue use of the current Missouri Learning Standards.	11/6/2015 1:05 PM
78	With WR2.6, I think the added pieces add to the understanding of an expository piece of writing and that it should not only focus on the introducing of a topic.	11/6/2015 10:59 AM
79	Please do not take away the standard L.6.2.B (Spell correctly).	11/6/2015 10:59 AM
80	This is the one strand in the proposed ELA 6-12 Standards where I prefer the existing Missouri Learning Standards. I like that the proposed standards merges the Language strand into the Writing strand (because grammar should always be taught in the context of writing quality overall), but I am worried the proposed standards are too generalized (especially in grades 9-12) to be effective.	11/6/2015 10:50 AM
81	Please use the full form CCSS.	10/30/2015 3:28 PM
82	As a matter of parallelism, I would like the same format as the Reading--"reader, writer, researcher" to be followed in this strand. It's a bit off-putting to have it switch to "researcher, writer, reader." I don't think it would hurt the strand to be ordered that way, either, since most students come to writing in the reader-writer-researcher order, not the other way around.	10/30/2015 12:41 PM
83	Would it have been so difficult for the k-5 and 6-12 to utilize the same format. Two different formats are ridiculous. especially for any grade level that spans 5th, 6th, 7th and/or 8th grade.	10/30/2015 12:25 PM

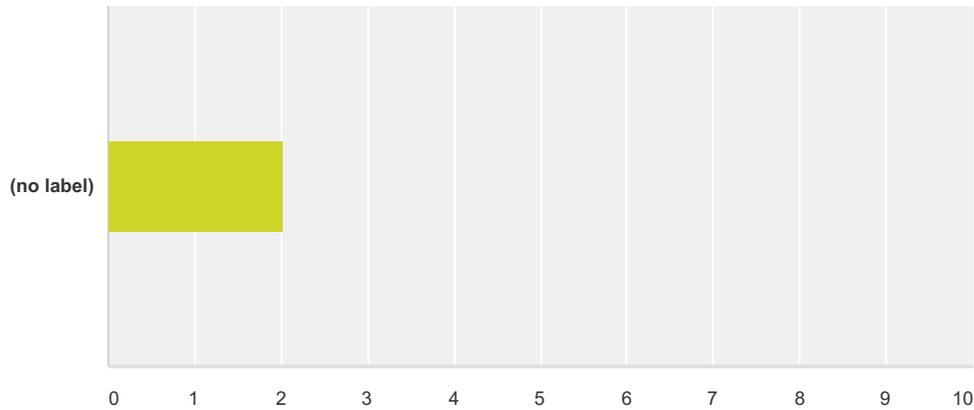
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84	This proposal clarifies and simplifies this strand.	10/29/2015 6:44 PM
85	Some of these shouldn't be taught as stated, or, in my opinion, teachers shouldn't be forced to teach the research component in a certain manner. A guide for the bare basics of writing might be constructed, and teachers might be able to use such a guide. The research and upper level writing has to be fluid and less constricting.	10/29/2015 5:17 PM
86	Overall I'm disappointed. These standards are weak compared to the common core and way less developed than k-5. Make them consistent k-12.	10/29/2015 4:30 PM
87	Removing the language standard is a mistake. Moving away from learning grammatical rules and mechanics is harming our students and their writing ability. Either the language standards should be put back into place, or those requirements should be added to the writing standards.	10/26/2015 7:15 PM

Speaking and Listening

Q30 The standards in this strand are developmentally appropriate.

Answered: 90 Skipped: 393



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	47.78% 43	12.22% 11	30.00% 27	10.00% 9	90	2.02

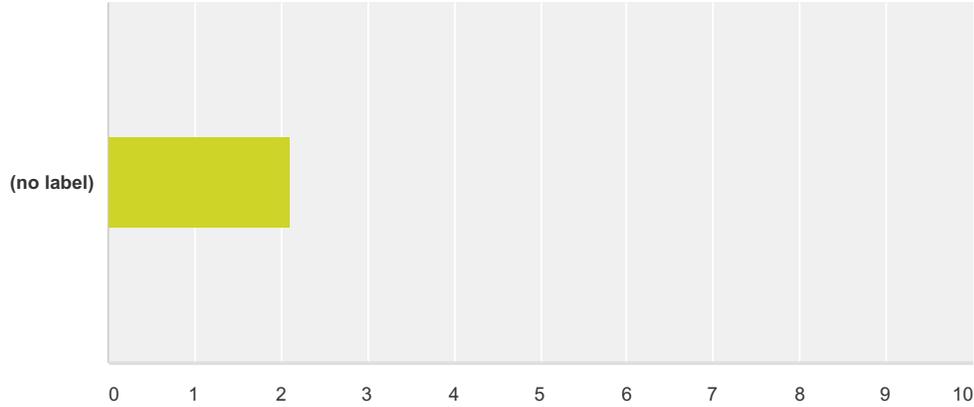
#	Suggested revisions for standards:	Date
1	SL.4/SL.5 progresses oddly through the years... I don't always understand how/why it has to be broken down the way it is.	11/30/2015 6:26 PM
2	The verb-age "work with peers" is very vague and not effective. The previous wording of "initiate and participate effectively" is much more specific and developmentally appropriate for high school students.	11/30/2015 4:43 PM
3	We need a common rubric to assess these strands to know what is expected at each grade level.	11/30/2015 4:38 PM
4	See Overall Comments	11/30/2015 2:47 PM
5	Please read comments below	11/30/2015 2:47 PM
6	See below	11/30/2015 2:46 PM
7	See Overall Comments	11/30/2015 2:45 PM
8	K-5 standards are totally disconnected from the 6-12 standards. Grades 3-5 4A are developmentally inappropriate.	11/30/2015 2:07 PM
9	SL 1 - The standard wording is watered down and vague. The current MLS is better than the proposed standards.	11/30/2015 1:49 PM
10	None of the standards seem to require the students to select and apply research or factual information to their speaking and listening. This would be developmentally appropriate at every grade level. These are dumbed down to the point they are pointless.	11/30/2015 1:48 PM
11	Most educators like the discussion standards for the classroom, but SL. 4. seems to offer a lot of room for opinion when evaluating a student's ability to speak aloud. Some may disagree on pitch, volume, etc.! We are all human and I'm certain we use verbal fillers even if we don't intend to.	11/30/2015 9:41 AM
12	The main problem that I find is that I am not sure how the students are going to be graded on this by the state when the test is online and no one is there to evaluate students. I think it is important for the students to know how to speak publicly because, chances are, they will have to do this outside of high school, however, I am not sure that I am fully capable of properly "grading" them on their speaking ability. I think this is better suited for a Public Speaking teacher. Also, the term "collegial discussions" is vague and I am not sure how it should be interpreted.	11/30/2015 9:38 AM

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13	Verbal delivery, SL4, and nonverbal communication, SL5, concern me in that fear of speaking is a common concern in school. This is not to say that these should not be introduced and practiced within the classroom, but for some students, assessment may not be appropriate.	11/30/2015 9:37 AM
14	The developmental level of the students' reasoning must be taken into account.	11/30/2015 9:37 AM
15	SL.3.6 may be difficult to interpret. It's very wordy.	11/30/2015 9:36 AM
16	Detailed progressions of skills have been eliminated. Progressions help set goals for each grade level--help build skills from one grade to the next. Definitive expectations are needed for each grade level.	11/23/2015 8:50 AM
17	SL.3 is difficult for students. I think that expecting them to do this at such an early age is unreasonable.	11/20/2015 1:57 PM
18	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
19	Very low set of expectations are present. These are awful.	11/19/2015 2:23 PM
20	Missouri Learning Standards are clear and progress. The idea of changing this to an umbrella-style standard is too broad and will not show growth from year to year.	11/19/2015 1:54 PM
21	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
22	There is no detailed progressions of skills.	11/18/2015 1:34 PM
23	At the sixth grade level, I think the word "collegial" in SL 1.6 should be taken out.	11/18/2015 9:23 AM
24	Overall, this strand has only few errors.	11/17/2015 3:59 PM
25	The proposed standards lack the details that each grade level requires in order to show growth vertically along with what each grade level will be assessed on.	11/17/2015 3:59 PM
26	6th graders should be able to easily master the 7th grader standard when they enter 6th grade. These standards are too easy.	11/16/2015 9:01 AM
27	Why are collegial discussions required of middle school students? Collegial discussions should be required only of upper-level high school students.	11/13/2015 2:13 PM
28	SL1.8: tracking is a learning target?	11/13/2015 10:46 AM
29	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
30	SL.1: Especially in the 9-10 standard, students are asked to "set rules" for their discussions. Common Core State Standards have a similar element to their speaking and listening standards, but I have never quite understood this as a concept. Even in college classrooms, instructors set the rules for discussions rather than students. I do not see that this is an essential component to include in the standards.	11/9/2015 3:42 PM
31	Standards should specify learning targets by grade in order to help grades align instruction and prepare for assessment. Otherwise, the specific items students must master will be unknown and there will be no coherence from grade to grade. Taking out the academic vocabulary handicaps teachers in districts which do not internally align, and no teacher will know what to teach.	11/9/2015 11:41 AM
32	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM
33	"collegial" will not apply to all students.	10/27/2015 8:56 AM
34	SL.1 strand doesn't progress in an appropriate order: students are expected to follow rules of collegial in grades 6-8 and then set the rules in 9-10.	10/27/2015 8:55 AM
35	Please change the collegial.	10/27/2015 8:44 AM

Q31 The standards in this strand follow a coherent path through and across all grade levels.

Answered: 91 Skipped: 392



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	46.15% 42	9.89% 9	31.87% 29	12.09% 11	91	2.10

#	Suggested revisions for standards:	Date
1	It's clear to see the connection between these proposed standards and our current Missouri Learning Standards. However, attempts to rearrange and/or "whitewash" the language has fallen short (at least in regard to establishing vertical coherence). In many cases, attempts to "stair step" skill sets at each grade level feels redundant or contrived. Please maintain the structure and language of our current Missouri Learning Standards.	12/2/2015 2:43 PM
2	SL.4/SL.5 progresses oddly through the years... I don't always understand how/why it has to be broken down the way it is.	11/30/2015 6:26 PM
3	More specific guidelines are needed.	11/30/2015 4:43 PM
4	Once again, we need a common rubric.	11/30/2015 4:38 PM
5	See Overall Comments	11/30/2015 2:47 PM
6	Please read comments below	11/30/2015 2:47 PM
7	See below	11/30/2015 2:46 PM
8	See Overall Comments	11/30/2015 2:45 PM
9	K-5 standards are totally disconnected from the 6-12 standards. Grades 3-5 4A are developmentally inappropriate.	11/30/2015 2:07 PM
10	The proposed standards are too vague to clearly demonstrate a coherent path. The vague proposed format does not allow for a concise picture of a path that is coherent across the grade levels.	11/30/2015 1:49 PM
11	At no point is it required that students propel a conversation with knowledge or research. They simply are required to learn to be more polite. At some point they might need to learn to win argument.	11/30/2015 1:48 PM
12	Are the people creating these standards still working in the classroom like those of us that keep having to implement these new techniques written out for us every 4-6 years?!	11/30/2015 9:41 AM
13	Yes, they are acceptable but are going to be difficult to judge where the students are. They are not clear as to what specifically is expected at each grade level. Perhaps a list of bullet points to specify what the state is looking for would help.	11/30/2015 9:38 AM

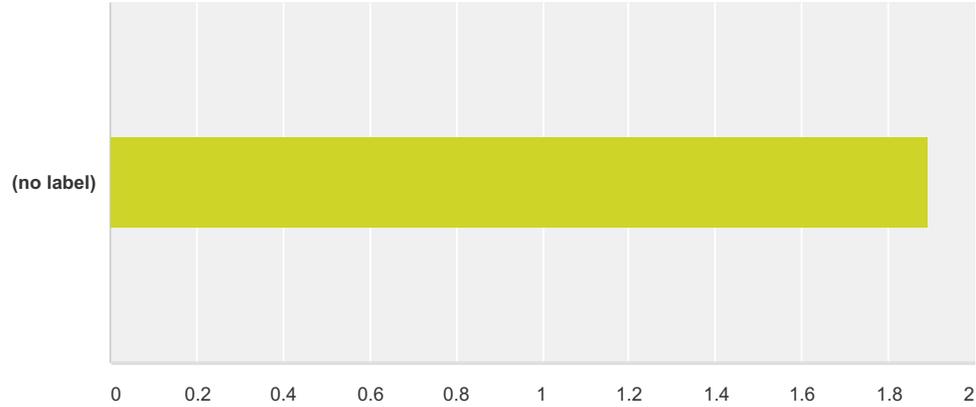
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14	Unclear how the standards build upon each other from grade to grade.	11/30/2015 9:37 AM
15	Again, put in grade level expectations so students and teachers accurately know what is expected of them.	11/23/2015 8:50 AM
16	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
17	They are coherent to follow because of the lack of rigor present. That does not mean they are any good.	11/19/2015 2:23 PM
18	Vertical progression needs to follow our learning standards.	11/19/2015 1:54 PM
19	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
20	Progression of skills help set goals for each grade level.	11/18/2015 1:34 PM
21	No. They are not very detailed in their progression. Progression helps set goals for learning; what is expected at each grade level lacks detail. It does not allow for growth to build through grade levels.	11/17/2015 3:59 PM
22	In Standard #1, they say "follow rules for collegial discussions". Where are these rules listed? Additionally, when will they have received explicit instruction in these skills?	11/16/2015 9:01 AM
23	The standards are not a path; they repeat and are redundant.	11/13/2015 2:13 PM
24	All grades are not at the level of others, so should not be expected to perform such tasks.	11/13/2015 2:03 PM
25	I don't understand the differences in the word choice; it's difficult to pinpoint the exact differences between standards.	11/12/2015 11:50 AM
26	Define "democratic discussion" and "collegial discussion"	11/12/2015 11:19 AM
27	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
28	The Same path is not a Coherent path. It's identical. Without specific vocabulary attached to grade level standards, there is no guidance for instruction or assessment, making success randomized.	11/9/2015 11:41 AM
29	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM
30	When you have the same standard criteria for each grade level (or several grade levels in a row), I assume that means that there is not going to be a further rigor or requirement made of them? I'm thinking specifically of SL.1.6-8... there is no difference in the wording of these standards.	10/30/2015 12:44 PM
31	Students are asked to follow rules for collegial discussions in grades 6-8 before they set and promote the rules in 9-12.	10/27/2015 8:59 AM
32	students are asked to follow rules for collegial discussions in grades 6-8 before they set and promote the rules in 9-12.	10/27/2015 8:58 AM
33	Students are asked to follow the rules in standards SL.1.6-8. In 9-10 they are asked to set the rules, then in 11-12 promote civil, discourse discussions, however, I feel that that following certain rules for discussion in grades 6-8 is too much. We would like those students to just be able to have a discussion let alone worry about certain rules for one. Also, how are students assessed on this strand? If there are certain rules, are they just assessed over those?	10/27/2015 8:56 AM
34	SL.1.6-12: "follow rules for collegial discussions" Rules are not clearly defined and nonexistent in grades 11-12	10/27/2015 8:56 AM
35	SL.1: students must set the rules and then follow them.	10/27/2015 8:55 AM
36	S.L. 1.8 and below ask(s) students to follow rules but we don't ask students to set the rules until 9-10.	10/27/2015 8:50 AM

Speaking and Listening

Q32 The standards set a rigorous path of high expectations for students at each grade level.

Answered: 90 Skipped: 393



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	57.78% 52	11.11% 10	15.56% 14	15.56% 14	90	1.89

#	Suggested revisions for standards:	Date
1	It is more rigorous, in example, in SL.1.9-10 to come to discussions prepared, etc. that was featured in the previous standards.	11/30/2015 4:43 PM
2	SL.1.8-- too ambiguous to assess	11/30/2015 4:38 PM
3	See Overall Comments	11/30/2015 2:47 PM
4	Please read comments below	11/30/2015 2:47 PM
5	See below	11/30/2015 2:46 PM
6	See Overall Comments	11/30/2015 2:45 PM
7	SL 1 lacks any standard relating to supporting arguments with evidence or reasoning. No standard requires you to actually support your argument or analyze an argument. Regarding SL 5, effective non-verbal communication skills involve a lot more than just making eye contact. Not exactly getting our kids college and career ready though I've heard eye contact is important in prison. The standard needs to include use of appropriate and accurate visuals as well as behaviors that enhance communication.	11/30/2015 1:49 PM
8	For example, the most important form of non-verbal communication seems to be making eye contact.	11/30/2015 1:48 PM
9	Older students can probably handle the SL.3-SL.5 standards if they are mature, goal-driven students. Students that struggle, have a "don't care" attitude or feel timid working with peers will not perform well or may refuse to participate as many of us have seen before.	11/30/2015 9:41 AM
10	One thing that is questionable about the rigor of these expectations is that some students are genuinely afraid of being in front of an audience and would rather take a zero on the assignment than to get in front of their peers. Is it really fair to fail them because of this?	11/30/2015 9:38 AM
11	Standards imply the same level of technology at all school districts, but this is not possible.	11/30/2015 9:37 AM
12	How does multimedia incorporation involve rigor?	11/20/2015 1:57 PM
13	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM

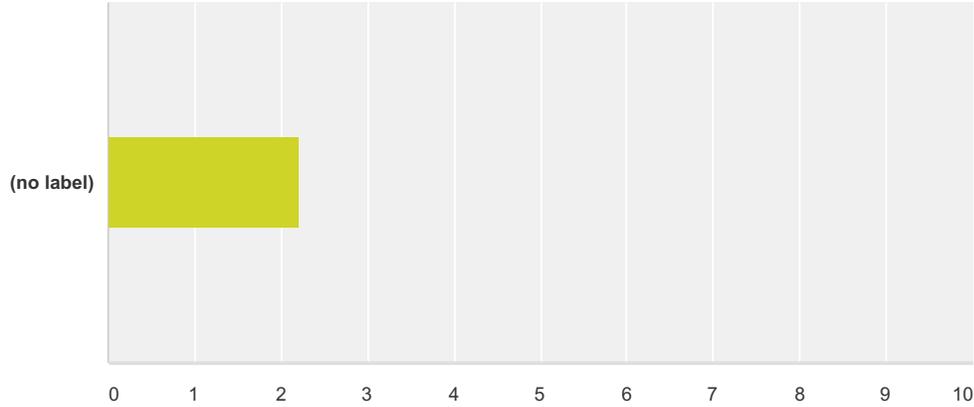
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14	Zero rigor is present in these standards. Need to be rewritten.	11/19/2015 2:23 PM
15	Vertical progression needs to follow our learning standards.	11/19/2015 1:54 PM
16	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
17	The detailed progressions of skills have been eliminated. Teachers have found them valuable when creating mini lessons/scoring guides to help students grow with discussions—whether it be in literature circles, Socratic Seminars, etc. Progressions help set goal lines for each grade level—helping build skills from one grade to the next.	11/17/2015 3:59 PM
18	The current standards supply the teachers with the guidance and the details that help students meet the specific learning targets. The proposed standards present themselves as an outline.	11/17/2015 3:59 PM
19	Standards are too easy for most students.	11/16/2015 9:01 AM
20	Too rigorous, in fact.	11/13/2015 2:13 PM
21	Define "democratic discussion" and "collegial discussion"	11/12/2015 11:19 AM
22	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
23	Again, with no specific expectations listed by grade level, and with no academic vocabulary, leaving the depth and rigor of instruction up to individual teachers, there will be a wide variety of instructional quality offered to students. The standards must specify levels of understanding and depth of questioning to assure rigor in all grade levels.	11/9/2015 11:41 AM
24	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM

Speaking and Listening

Q33 The majority of the standards in this strand can be assessed in the classroom and/or on a state assessment.

Answered: 89 Skipped: 394



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	41.57% 37	13.48% 12	26.97% 24	17.98% 16	89	2.21

#	Suggested revisions for standards:	Date
1	This is an area requiring a great deal of support in regard to assessment. Rubrics, scoring guides, examples of high quality student work, etc. are needed to know how best to assess. The standards themselves simply don't provide enough guidance.	12/2/2015 2:43 PM
2	These are just really difficult standards to be assessed on a state assessment, though they certainly can be assessed in the classroom.	11/30/2015 6:26 PM
3	To assess this on a state assessment would be very difficult.	11/30/2015 4:43 PM
4	Most of these would be too hard to assess on a state test. For example, 1.8, 2.8, 5.8, 6.8	11/30/2015 4:38 PM
5	SL 1.8 - Hard to assess group roles when so many people use different terms to describe them.	11/30/2015 4:37 PM
6	Most of these standards would be hard to assess on the state level. For example... SL.4.8: "Speak with appropriate volume, clear articulation, and accurate pronunciation." How can this be assessed on the state level? Would it be possible to create a common rubric to help with these standards?	11/30/2015 4:36 PM
7	SL1.8 - Difficult to assess; would be better suited to be assessed locally. Roles in discussions, unless specified in this standard, can have a variety of names and purposes depending on the educator. SL2.8 - assessed locally. SL4.8 - assessed locally. SL5.8 - assessed locally. For all Speaking and Listening standards having to do with presenting or giving a speech, the state needs to develop a common rubric on how to assess this in the classroom. This element should also be included across the content areas as well.	11/30/2015 4:29 PM
8	All speaking and listening standards need to be tested locally. A state scoring guide would be beneficial, but students should only be tested with a familiar audience as a classroom observation. SL3.7- not testable- How do you test if someone warranted a modified view.	11/30/2015 4:26 PM
9	See Overall Comments	11/30/2015 2:47 PM
10	Please read comments below	11/30/2015 2:47 PM
11	See below	11/30/2015 2:46 PM
12	See Overall Comments	11/30/2015 2:45 PM

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13	The standards are too vague to be assessed in a meaningful manner. The language does not allow assessment.	11/30/2015 1:49 PM
14	Classroom? Sure. But since we aren't actually using factual information there is no real way to assess them on a standardized assessment.	11/30/2015 1:48 PM
15	Really?! How do we as individuals score verbal delivery, positioning, rate of delivery when it's a personal opinion? Where do we get a fair scoring guide or get support for how we would mark a student's performance.	11/30/2015 9:41 AM
16	No, I absolutely do not think we can grade the students on this as teachers and I KNOW that the state cannot assess them.	11/30/2015 9:38 AM
17	Assessment is a real concern. Obviously, most of these standards cannot be tested in a standardized state test, but assessing these standards in the classroom poses some logistical problems, in terms of grading. Some students--no matter how high-stakes the grade--refuse to complete a speaking task in front of others in the classroom.	11/30/2015 9:37 AM
18	It would be impossible to test the speaking standard on a state assessment. It is very difficult to assess things like eye contact, volume, pitch and pace. It is impossible to assess decision-making and if a student "makes a new connection" or "modifies their own views" during a collegial discussion.	11/30/2015 9:37 AM
19	They appear more difficult to assess at state level. The classroom is a better setting for assessing these skills, especially speaking.	11/30/2015 9:36 AM
20	Will the standards address the ACCESS Test for ELL's?	11/24/2015 7:32 AM
21	Yes, they can be assessed in the classroom or state assessment, but are too broad as listed without guidelines for each grade level.	11/23/2015 8:50 AM
22	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
23	Just because they are easily assessed does not mean they are appropriate standards. These standards lack rigor.	11/19/2015 2:23 PM
24	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:54 PM
25	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
26	How can we know if the standards are vague. This is a difficult area to assess.	11/17/2015 3:59 PM
27	It is time for public speaking to be required course for every high school student. It is very difficult, almost impossible, for a regular ELA course to be required to cover the reading and writing standards as well as the speaking and listening standards at such a high level in the high school setting. If we are aiming for proficiency then we must make public speaking a required course.	11/15/2015 4:39 PM
28	How can a state assessment measure whether students "Work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed" ?	11/13/2015 2:13 PM
29	Not sure how state assessments will address/assess this strand.	11/13/2015 10:39 AM
30	The majority of the Speaking and Listening standards can be assessed in the classroom, but not on a state assessment.	11/13/2015 10:01 AM
31	These are not easy to assess objectively.	11/12/2015 11:50 AM
32	How will the state test assess discussions?	11/12/2015 11:19 AM
33	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
34	Until the vocabulary is re-aligned, grade by grade, preparing for standardized testing will not be effective. Assessment can be built on the classroom level, but without a vertical alignment there is no confidence that all learning targets are being addressed.	11/9/2015 11:41 AM
35	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM
36	How can one assess civil and democratic discussions without set rules to follow?	10/27/2015 8:59 AM
37	how can one assess civil and democratic discussions without set rules to follow?	10/27/2015 8:58 AM
38	SL.5: how will eye contact and body position be assessed?	10/27/2015 8:56 AM
39	How do you assess SL.1	10/27/2015 8:55 AM

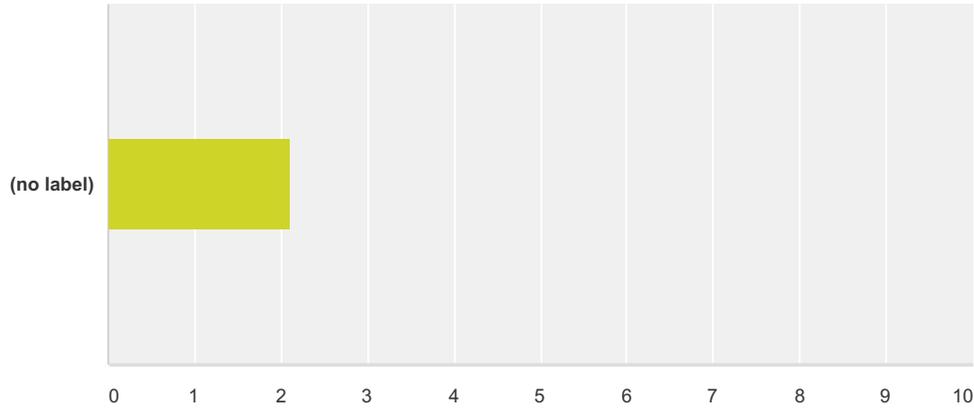
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40	How do we assess SL 1. 11-12? How does one "promote civil , democratic discussions..." ?	10/27/2015 8:50 AM
41	SL1 would be hard to assess	10/27/2015 8:44 AM

Speaking and Listening

Q34 The standards in this strand are understandable to educators and explainable to parents and other stakeholders.

Answered: 89 Skipped: 394



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	44.94% 40	17.98% 16	19.10% 17	17.98% 16	89	2.10

#	Suggested revisions for standards:	Date
1	Too vague.	11/30/2015 4:43 PM
2	See Overall Comments	11/30/2015 2:47 PM
3	Please read comments below	11/30/2015 2:47 PM
4	See below	11/30/2015 2:46 PM
5	See Overall Comments	11/30/2015 2:45 PM
6	The proposed standards are too vague and watered down to be understandable for parents and stakeholders. The current version does a better job of addressing the standard.	11/30/2015 1:49 PM
7	They are so vague as to be incoherent.	11/30/2015 1:48 PM
8	Previous comment	11/30/2015 9:41 AM
9	It would be extremely helpful if there were bullet points to state specifically what the state wants the students to know.	11/30/2015 9:38 AM
10	A bulleted outline of the standards--one that would separate individual aspects of each standard--would be more helpful to educators.	11/30/2015 9:37 AM
11	What is a collegial discussion? Teachers and parents will have no idea what this means.	11/30/2015 9:37 AM
12	They need clarifications for what is to be taught in each grade.	11/23/2015 8:50 AM
13	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
14	They may be easy to understand, but that does not mean they are acceptable for students. These are written so simply, they lack rigor.	11/19/2015 2:23 PM

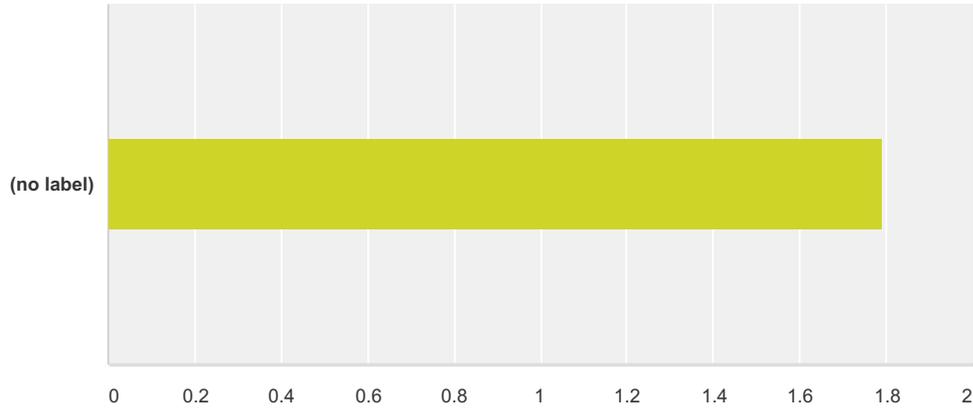
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15	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
16	SL 6.6 List types of multimedia platforms.	11/18/2015 9:34 AM
17	SL6.6 The word multimedia should be more specific, what all does this include.	11/18/2015 9:21 AM
18	The detailed progressions of skills have been eliminated. Teachers have found them valuable when creating mini lessons/scoring guides to help students grow with discussions—whether it be in literature circles, Socratic Seminars, etc. Progressions help set goal lines for each grade level—helping build skills from one grade to the next.	11/17/2015 3:59 PM
19	The current standards supply the teachers with the guidance and the details that help students meet the specific learning targets. The proposed standards present themselves as an outline.	11/17/2015 3:59 PM
20	The way the standards are currently "coded" makes the first standard read like a 1st grade standard, the 2nd standard like a 2nd grade standard, etc. They SHOULD be coded SUBJECT.GRADE.STANDARD NUMBER Additionally, because so many of the standards have been changed from CCSS (which we've been using in the interim), it will make it incredibly difficult for teachers to find resources without extensive translation of our standards to what other standards resources are aligned to.	11/16/2015 9:01 AM
21	Less educator jargon	11/13/2015 10:46 AM
22	Define "democratic discussion" and "collegial discussion"	11/12/2015 11:19 AM
23	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
24	These standards are absolutely not understandable for new educators or those who are not from a district where teachers routinely collaborate. Specific vocabulary must be added to the standards.	11/9/2015 11:41 AM
25	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM
26	The word collegial seems to exclude some groups and it may be difficult to explain to some parents.	10/27/2015 8:59 AM
27	the word collegial seems to exclude some groups and and it may be difficult to explain to some parents.	10/27/2015 8:58 AM
28	I feel that the terminology used in strand SL.1 of "collegial" is too over the top for middle school. How do we even know that each student is headed down that path?	10/27/2015 8:56 AM
29	The wording may be above or foreign to many who hold interest in the education processes.	10/27/2015 8:56 AM
30	Does the phrase "collegial" exclude our students who are not college bound? SL.1	10/27/2015 8:50 AM

Speaking and Listening

Q35 The standards in this strand represent the necessary content for a student to reach college and/or career readiness upon graduation.

Answered: 86 Skipped: 397



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	58.14% 50	13.95% 12	18.60% 16	9.30% 8	86	1.79

#	Suggested revisions for standards:	Date
1	Students definitely need to know all of these skills. It's just a bummer it falls on the English department when there is so much material to cover. Could each CORE have speaking and listening standards so that it's a shared effort? Or, have a required elective SPEECH class that's a semester long in 8th grade.	11/30/2015 4:38 PM
2	See Overall Comments	11/30/2015 2:47 PM
3	Please read comments below	11/30/2015 2:47 PM
4	See below	11/30/2015 2:46 PM
5	See Overall Comments	11/30/2015 2:45 PM
6	The SL1 - collegial conversations and procedures from 6-12 lacks a direction and clear purpose. An emphasis on skills that would propel a conversation is omitted and the standard is needlessly oversimplified.	11/30/2015 1:49 PM
7	The lack of need for facts, research, and sound arguments or reasoning makes the standards nowhere near what is needed to be college and career ready.	11/30/2015 1:48 PM
8	The practice can only help, but as teachers elect to do this in the classroom.	11/30/2015 9:41 AM
9	Not all college and/or career goals will require SL4 and SL5 standards.	11/30/2015 9:37 AM
10	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
11	These standards in no way prepare students for college and career. They need an overhaul.	11/19/2015 2:23 PM
12	There is nothing wrong with the Missouri Learning Standards that put this into motion better.	11/19/2015 1:54 PM
13	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
14	Progressions help set goal lines for each grade level—helping build skills from one grade to the next.	11/17/2015 3:59 PM

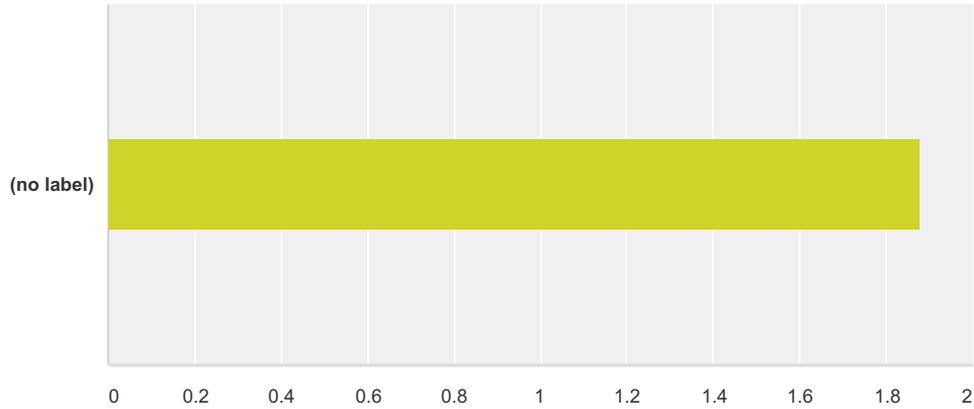
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15	I like the concise standards and feel that they are written well for a public speaking class. I don't think all students would be proficient in a regular ELA course.	11/15/2015 4:39 PM
16	Define "democratic discussion" and "collegial discussion"	11/12/2015 11:19 AM
17	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
18	Again, the standards are too vague and void of academic vocabulary to determine readiness Preparing students for higher ed and employment must be addressed by teachers who are highly trained to implement their curriculum. It's about best practices. These standards leave too much to question.	11/9/2015 11:41 AM
19	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM
20	Leaves out our students that are not college bound.	10/27/2015 8:55 AM

Speaking and Listening

Q36 The standards in this strand are accurate and encompass the breadth of the content.

Answered: 86 Skipped: 397



	1. Standards are acceptable as is. Overall the standards are listed at the appropriate grade level.	2. Standards are acceptable, edits would improve, but are not mandatory. Very few (minor) issues.	3. Standards are acceptable after they are revised as suggested immediately below.	4. Standards require complete rewrite. Majority of standards are at inappropriate grade levels.	Total	Weighted Average
(no label)	56.98% 49	13.95% 12	12.79% 11	16.28% 14	86	1.88

#	Suggested revisions for standards:	Date
1	As is the case with so much of this work, it appears that seemingly insignificant revisions were made to assuage competing and contrary agendas. However, in "reworking" the existing standards, we lost coherence, specificity, and comprehensiveness in many cases. Looking from our current standards to this work, the connections are clear. But little elements are left out, for example: coming to discussions prepared, having read or researched materials related to the topic; engaging effectively in a RANGE of discussions with DIVERSE partners; evaluating a speaker's point of view, reasoning, use of evidence/rhetoric (a skill that is CRITICAL in a democracy such as ours!), etc. These details matter. Please maintain the structure and specific language of our current Missouri Learning Standards.	12/2/2015 2:43 PM
2	The proposals are not necessary and some of them will hinder the growth that was achieved over the last few years as a result of the standards that are currently in place.	12/2/2015 7:48 AM
3	Leaving out the guidelines and specifics does damage to this strand.	11/30/2015 4:43 PM
4	See Overall Comments	11/30/2015 2:47 PM
5	Please read comments below	11/30/2015 2:47 PM
6	See below	11/30/2015 2:46 PM
7	See Overall Comments	11/30/2015 2:45 PM
8	The breadth of content is clearly missing in the proposed standards. The current MLS standards did a better job of encompassing content outlining accurate curriculum standards.	11/30/2015 1:49 PM
9	All the important skills to be on MTV are here. Contributing to knowledge and understanding in the community? Not so much.	11/30/2015 1:48 PM
10	Again, there is no progression of skills. It is difficult to determine the growth of students without this progression.	11/20/2015 10:54 AM
11	So many gaps present--it is evident the group did not work together at all. Disappointing.	11/19/2015 2:23 PM
12	Missouri Learning Standards are clear and there is no need for change.	11/19/2015 1:54 PM

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13	Missouri Learning Standards are clear and there is no need for change. Taxpayers have paid for this once already. The children deserve clearer, more effective standards that hold them to higher expectations. The current MLS fulfill this role better than the proposed standards do.	11/19/2015 1:54 PM
14	Teachers and schools have taken the time to align with the curriculum and these standards have given us less than more in what to cover and assess. This is a step backwards.	11/17/2015 3:59 PM
15	Define "democratic discussion" and "collegial discussion"	11/12/2015 11:19 AM
16	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
17	These standards are too vague to be accurate in any way. There is much missing language that would identify the learning targets. Replace the vocabulary that specifies the targets.	11/9/2015 11:41 AM
18	The academic vocabulary at each grade level is missing. The standard at each grade level is making it difficult to prepare students. The standard is vague it creates a moving target for students and teachers.	11/9/2015 11:20 AM

Speaking and Listening

Q37 Overall comments regarding the proposed standards for Speaking and Listening:

Answered: 31 Skipped: 452

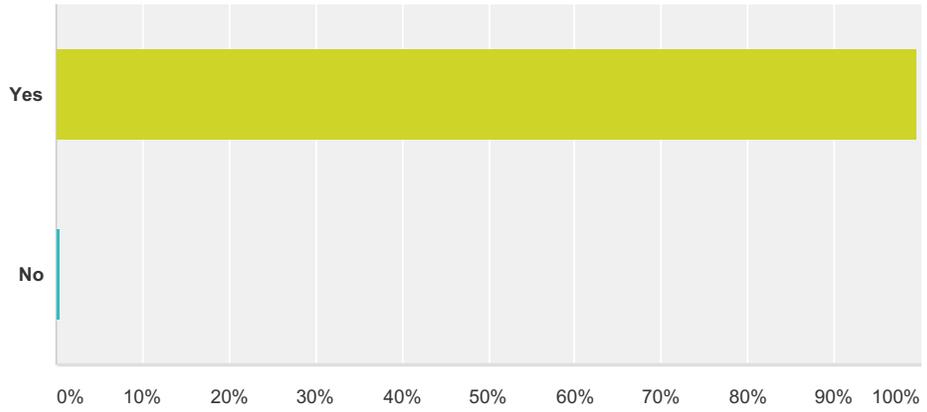
#	Responses	Date
1	I feel this strand, as well as all others, have been over-simplified in the proposed standards and were much more specific in the current form. My fear is that students will not be challenged by some teachers, and highly challenged by others...all within the same school setting.	12/2/2015 9:32 PM
2	Like the other strands, it's clear that these proposed standards reflect a seemingly subtle shift from our current standards. However, this shift does not reflect any improvement. While there appears to be a commitment to maintaining the same "stuff" of our current standards, the revisions have rendered the new proposed product far less potent and effective than what we're currently using. PLEASE reject the proposed standards in favor of maintaining our current Missouri Learning Standards (in all strands). Also, how do these 6-12 standards align with K-5? Ensuring vertical alignment K-12 is the responsibility of our State Board of Education.	12/2/2015 2:43 PM
3	Several standards (SL1.6, SL2.6, SL3.6) are just written more concisely. That doesn't mean they are different or less will be needed. Comment for all the standards as a whole: Roughly, I figured about 120 lessons need to be taught to cover the material. We are in school around 180 school days. Take out the testing and remediation that is now required (figure about 25 days) and assemblies, special events, parties, field trips, other unexpected things (figure about 15 days). That leaves roughly 140 days to cover 120 lessons. Where is the time for students to read, write and present projects to their peers? (Writing isn't effective unless there is an audience to receive it.) Where is the time to meet individually with students so that the teacher can connect with them and meet their individual needs? This also means that the learning will be very shallow. How is that effective when they haven't had enough time put what they have learned into long term memory? We are throwing so many concepts at the kids that they don't retain anything from one unit to the next.	11/30/2015 8:51 PM
4	I like that they have been simplified; I just think the progression is odd between grade levels at times. I also worry about how these will be assessed by the state, though they can easily be assessed in the classroom.	11/30/2015 6:26 PM
5	These comments represent two educators.	11/30/2015 4:43 PM
6	SL.2.9-10 This standard does not seem to match up with the current standard. What about integrating information? Instead, it's just having conversation? This is unclear.	11/30/2015 4:43 PM
7	These are all hard to assess without common rubrics.	11/30/2015 4:36 PM
8	SL. 1. Rerword collegial to collaborative. SL . 3 (9-10) rhetoric, evidence and fallacious need to added to the wording. SL. 4 Why is effective verbal delivery more important than content, our focus is not a speech class.	11/30/2015 2:49 PM
9	The 9-12 proposed standards are too vague and do not provide beneficial speech and presentation techniques. The current standards do a much better job of that. There needs to be information about proper preparation, different types of presentation (one on one, group, class), research to use in presentation, responding and propelling conversations while in a discussion, thoughtful responses, understanding and being respectful to others' opinions and ideas. SL 4- Does not provide any importance-the current standards are better (proving point and answering question posed) SL 5- keep current standard	11/30/2015 2:47 PM
10	The proposed Speaking and Listening standards are too vague. The current MLS are much better and far more specific for students' needs. The word choice on some of the new proposed standards is absurd. "Collegial" is not appropriate at the sixth grade level, some students and parents won't understand and "propel" and "probe." Please leave the current standards as is.	11/30/2015 2:47 PM
11	Current standards are much better (more specific and grade level appropriate) than the proposed standards. The proposed standards are too vague and do not provide beneficial speech and presentation techniques. There needs to be information about proper presentation, different types of presentation, research to use in presentation, responding to compelling group discussion, and understanding and being respectful of others' opinions and ideas.	11/30/2015 2:46 PM
12	SL.1: Change "collegial" to "collaborative," as that is the standard classroom phrasing for working with peers. SL.3.9-10: "rhetoric," "evidence," and "fallacious reasoning" need to be used. SL.4: Why is "verbal delivery when speaking" more important than content? Unless there is a Speech class that schools need to develop, this is pointless. SL.5: Why is "effective nonverbal communication when speaking" more important than content? Unless there is a Speech class that schools need to develop, this is pointless.	11/30/2015 2:45 PM

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13	Taken as a whole, the previous standards were superior in every way.	11/30/2015 1:48 PM
14	Progressions help set goal lines for each grade level- helping build skills from one grade to the next.	11/30/2015 10:09 AM
15	Someone needs to get rid of half of these areas.	11/30/2015 9:41 AM
16	There appears to be a greater emphasis on Speaking and Listening standards than ever before. The idea of a collegial discussion is unclear. This standard is impossible to test on a state assessment and difficult to assess in the classroom. This standard presupposes that all school districts have access to technology, which is not the case. I understand the need to teach speaking skills but that should be addressed in all content areas, not only in English. I can't teach everything for everyone.	11/30/2015 9:37 AM
17	In any language arts classroom, the plethora of reading and writing standards often crowd out the speaking and listening standards. Further, speaking and listening skills are almost impossible to assess using a state-mandated test. Since the major channels of communications, especially in the 21st century, will be speaking and listening, we do our students a disservice by giving short shrift to these studies. It is time to return to what worked in the past: allow a year-long speech communications course to count for a language arts credit counting toward graduation. This is eminently practical and powerful.	11/24/2015 7:31 AM
18	Needs detailed progressions for each grade level so mini lessons may be constructed to teach or reteach new or missing skills.	11/23/2015 8:50 AM
19	Again, the detailed progressions of skills have been eliminated. Teachers have found them valuable when creating mini lessons/scoring guides to help students grow with discussions—whether it be in literature circles, Socratic Seminars, etc. Progressions help set goal lines for each grade level—helping build skills from one grade to the next. Think about the growth we've seen in middle school students at the high school level.	11/20/2015 11:06 AM
20	Again, a high school required public speaking course should be mandatory for all students in Missouri high schools.	11/15/2015 4:39 PM
21	These standards do not acknowledge the fact that many students struggle with speaking in class at all; a more developmentally appropriate approach would be to emphasize student ability to contribute at lower levels and the quality of those contributions in the high school level.	11/13/2015 2:13 PM
22	One suggestion I have would be to try to incorporate written reflection in the classroom as part of the standards. For instance, with multimedia, I think it could be used for all of the things listed in the proposed standards for Speaking and Listening but multimedia can also be used for students to reflect on their understanding of what they learned in class (make predictions, ask questions, make connections between what they read to their own lives, to the world, or to other texts they have read, etc.). In addition, some of the standards seem very similar and have similar if not identical vocabulary used. Therefore, it may be beneficial to either change the wording and make it more "user friendly" or have a brief explanation of exactly what, for instance, developing ideas when writing a narrative piece would look like versus what developing ideas looks like for writing an informative piece.	11/11/2015 9:14 PM
23	I want the Missouri learning standards to stay the way they have been as the Missouri learning standards have been the past couple of years. We have seen great gains with the standards we have had, and if they change, we will have to start all over and may see an amount of time go by before gains are made again.	11/11/2015 3:45 PM
24	I appreciate that these standards reflect a greater emphasis on delivery than do the Common Core State Standards.	11/9/2015 3:42 PM
25	Standards are more streamlined.	11/9/2015 1:21 PM
26	These standards are not appropriate for instruction. In districts where teachers are supported and contents vertically aligned, the gaps will be filled in some way. In other districts, students will suffer as they are left to the instructional whims of individuals who may or may not understand their content.	11/9/2015 11:41 AM
27	I like the proposed standards but I don't like how they are labeled. It is stupid to put the grade level after the standard number.	11/9/2015 10:58 AM
28	I appreciate the new condensed version for the speaking and listening standards. It allows for easier assessing pieces and allows the teacher to specifically address what is important under this category.	11/6/2015 11:01 AM
29	I love the way this is now condensed and will be easier to assess.	11/6/2015 11:01 AM
30	This looks much better. Much easier to follow and assess. :)	11/6/2015 11:01 AM
31	The proposed ELA 6-12 standards improve upon the existing Missouri Learning Standards by clarifying ambiguous language and condensing the total number of standards expected of students. I am very concerned that the proposed K-5 standards do not align to the proposed 6-12 standards, though. How can the 6-12 standards possibly work if K-5 standards do not appropriately prepare students?	11/6/2015 10:44 AM

Q39 Do you work or reside in Missouri?

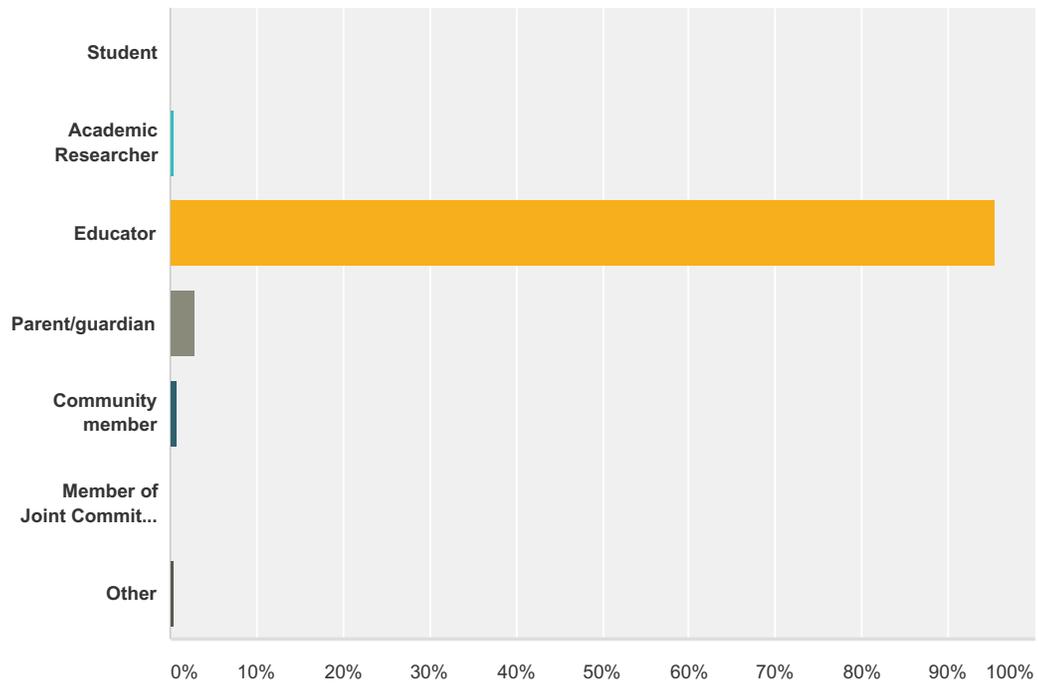
Answered: 239 Skipped: 244



Answer Choices	Responses
Yes	99.58% 238
No	0.42% 1
Total	239

Q40 How might you define your relationship to Missouri schools?

Answered: 239 Skipped: 244



Answer Choices	Responses
Student	0.00% 0
Academic Researcher	0.42% 1
Educator	95.40% 228
Parent/guardian	2.93% 7
Community member	0.84% 2
Member of Joint Committee on Education	0.00% 0
Other	0.42% 1
Total	239

Q41 What is your work or residential zip code?

Answered: 226 Skipped: 257

#	Responses	Date
1	65340	12/4/2015 2:10 PM
2	65301	12/3/2015 1:26 PM
3	65301	12/3/2015 11:58 AM
4	63857	12/2/2015 9:33 PM
5	63857	12/2/2015 9:21 PM
6	63841	12/2/2015 5:33 PM
7	65560	12/2/2015 2:58 PM
8	64086	12/2/2015 2:46 PM
9	64080	12/2/2015 12:59 PM
10	63857	12/2/2015 11:11 AM
11	64075	12/2/2015 9:51 AM
12	65706	12/2/2015 8:40 AM
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22	63028	11/30/2015 5:25 PM
23	65721	11/30/2015 4:45 PM
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76	63366	11/20/2015 11:06 AM
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158	63755	11/13/2015 10:39 AM
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162	63385	11/12/2015 2:25 PM
163	63304	11/12/2015 2:25 PM
164	63367	11/12/2015 2:25 PM
165	63367	11/12/2015 2:25 PM
166	63304	11/12/2015 2:25 PM
167	63385	11/12/2015 2:20 PM
168	63376	11/12/2015 2:20 PM
169	63376	11/12/2015 2:14 PM
170	63303	11/12/2015 1:58 PM
171	63368	11/12/2015 1:57 PM
172	63114	11/12/2015 1:57 PM
173	64429	11/12/2015 11:50 AM
174	65101	11/11/2015 9:14 PM
175	64110	11/11/2015 5:04 PM
176	63366	11/11/2015 3:54 PM
177	63304	11/11/2015 3:45 PM
178	65608	11/11/2015 3:45 PM
179	63376	11/11/2015 3:41 PM
180	63376	11/11/2015 3:40 PM
181	63122	11/11/2015 3:39 PM
182	63005	11/11/2015 3:39 PM
183	63376	11/11/2015 3:39 PM
184	63366	11/11/2015 3:39 PM
185	63376	11/10/2015 4:11 PM
186	63368	11/10/2015 4:08 PM
187	63376	11/10/2015 4:08 PM
188	63366	11/10/2015 4:00 PM
189	63366	11/10/2015 4:00 PM
190	64850	11/9/2015 3:42 PM
191	63755	11/9/2015 1:21 PM
192	65737	11/9/2015 11:50 AM
193	64429	11/9/2015 11:42 AM
194	64477	11/9/2015 11:33 AM
195	64429	11/9/2015 11:31 AM
196	64429	11/9/2015 11:27 AM
197	64429	11/9/2015 11:21 AM
198	64429	11/9/2015 10:59 AM

HB1490 Work Group - English Language Arts (ELA) 6-12

199	64850	11/6/2015 11:02 AM
200	64850	11/6/2015 11:01 AM
201	64850	11/6/2015 11:01 AM
202	65201	11/6/2015 10:50 AM
203	64850	11/6/2015 10:48 AM
204	64722	11/5/2015 5:13 PM
205	63385	11/5/2015 8:15 AM
206	63385	11/3/2015 8:12 PM
207	65613	11/3/2015 2:20 PM
208	65711	11/2/2015 3:16 PM
209	65026	11/2/2015 12:51 PM
210	54481	10/30/2015 4:32 PM
211	65622	10/30/2015 12:44 PM
212	63755	10/30/2015 12:25 PM
213	63390	10/30/2015 10:21 AM
214	65251	10/30/2015 9:48 AM
215	64064	10/29/2015 6:45 PM
216	64482	10/29/2015 5:18 PM
217	65101	10/29/2015 4:30 PM
218	63390	10/28/2015 5:09 PM
219	63390	10/28/2015 2:41 PM
220	63366	10/27/2015 9:55 AM
221	64644	10/27/2015 8:59 AM
222	64118	10/27/2015 8:56 AM
223	64644	10/27/2015 8:56 AM
224	64644	10/27/2015 8:55 AM
225	64644	10/27/2015 8:50 AM
226	63390	10/26/2015 7:15 PM

Q42 Which Missouri department of higher education institute do you represent?

Answered: 0 Skipped: 483

#	Responses	Date
	There are no responses.	

Q43 What is your current role at this institution?

Answered: 0 Skipped: 483

#	Responses	Date
	There are no responses.	

Q44 How long have you worked in higher education?

Answered: 0 Skipped: 483

! No matching responses.

Answer Choices	Responses
0-5 Years	0.00% 0
6-10 Years	0.00% 0
11-15 Years	0.00% 0
16-20 Years	0.00% 0
20+ Years	0.00% 0
Total	0

Q45 List any current course(s) you teach:

Answered: 0 Skipped: 483

#	Responses	Date
	There are no responses.	

Q46 Name:

Answered: 0 Skipped: 483

#	Responses	Date
	There are no responses.	