

Data Report

**Data Review Committee (DRC): Initial Data Review Report
March 2024
Office of Academic Standards | English Language Arts K-12**

Data Report

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Introduction

The NC Department of Public Instruction (NCDPI) will review the standards for each content area every five-to-seven years to ensure the North Carolina Standard Course of Study (NCSCOS) consists of clear, relevant standards and objectives. The standards review, revision, and implementation process provides a comprehensive study of each content area organized by grade level, proficiency level, and/or course. The five-to-seven-year cycle allows time for review, revision, and consistent implementation of the standards.

All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. NCDPI will facilitate the standards review phase using the following steps, as appropriate:

- A. Collect and review feedback through various methods from stakeholders, including but not limited to: educators, administrators, parents, community members, students, institutions of higher education, business/industry, education agencies in other states and/or national organizations for the specific content area.
- B. Analyze contemporary and current research on standards in the content area being reviewed.
- C. Establish and convene a data review committee.
- D. Facilitate the committee's review of data and research, state or federal legislative requirements, surveys and other stakeholder feedback.
- E. Evaluate the data review committee's findings and share recommendations for standards revision with the State Board of Education.

The Data Review Committee (DRC) serves to support the review and analysis of the feedback collected on the current Standard Course of Study. The DRC analyzes all data points for trends, themes, and, ultimately, recommendations for revision. DRC members use the data reporting template to organize data and corresponding recommendations. DRC members include educational leaders and community members from across the state's regions, with varying perspectives and experiences regarding the current Standard Course of Study. Their review of the data and recommendations helps drive the review and revision phases.

Reading this Report

This report is set up based on the methods and approaches utilized to gather feedback from stakeholders across North Carolina. The report is separated into sections that describe qualitative data gathered through interviews and focus groups, as well as quantitative data compiled from surveys released to individual public school units and the general public.

The first section, methodology, provides DRC members with an overview of how data was gathered, from who, and when. It also provides an explanation of how the data was analyzed and prepared for review. The actual data, and initial analysis, are found in the second section. DRC members use this information to determine initial conclusions and recommendations. The information in these sections was prepared in advance through collaboration between the Office of Academic Standards and the Office of Learning Recovery.

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The final two sections (Conclusions and Recommendations) are completed by the DRC team members based on trends identified in the findings and research provided.

Scope of Work

The DRC followed the prescribed steps outlined in the NC Standard Course of Study Internal Procedures Manual. The DRC reviewed the extensive data collected through surveys, focus groups, and interviews. The data also included research on other states' standards in English Language Arts, national standards and frameworks, and scholarly research in the field of English Language Arts education. In grade-band groups, the DRC worked with the NCDPI K-12 ELA Team to compile their recommendations for the Standards Writing Team. This may include the standards the data reflects as “keep with no changes,” “remove,” or “modify or expand.”

Methodology for Research Collection

Per the NC Standard Course of Study Internal Procedures Manual, the review phase began by collecting and reviewing research related to the existing K-12 English Language Arts Standards. The NCDPI K-12 English Language Arts Team conducted contemporary research on standards for K-12 English Language Arts through extensive comparisons to, and between, the NC K-12 English Language Arts Standard Course of Study and standards from multiple other states, including the Common Core State Standards. Comparisons to additional North Carolina framework documents were conducted which included the Literacy Instruction Standards and Digital Learning Standards. This research was compiled in a spreadsheet format and was intended to inform the review process through the collection of related legislative requirements, best practices, and benchmarking/crosswalking with state and national standards and frameworks.

The spreadsheet is separated into tabs: NC State Board of Education policies, legislation, state-to-state comparisons of English Language Arts standards by grade level, international standards, and significant research informing English Language Arts instruction (organized by grade-band). [View the research.](#)

Methodology for Data Collection

Per the NC Standard Course of Study Internal Procedures Manual, the review phase included conducting two large scale surveys, individual interviews, and regional focus groups.

Two Public School Unit (PSU) standard-by-standard surveys (one for grades K-5 and one for grades 6-12) were made available for all school districts and charter schools in North Carolina beginning on September 19, 2023; the surveys closed on November 10, 2023. A total of 416 responses were collected on the K-5 PSU survey, representing 88 school districts (76.52% of all school districts) and 9 charter schools. The 6-12 survey collected 200 responses, representing 88 school districts (76.52% of all school districts) and 4 charter schools. Between the two surveys, a total of 103 school districts (89.57% of all school districts) and 9 charter schools were

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represented. These surveys were publicized through listservs and multiple email notifications and reminders, the NCDPI website, and NCDPI social media.

Two All-Stakeholder standard-by-standard surveys (one for grades K-5 and one for grades 6-12) were released on September 19, 2023 and closed on November 10, 2023. A total of 709 and 404 responses were collected on the K-5 and 6-12 surveys, respectively, representing all State Board regions. The survey was publicized through listservs and multiple email notifications and reminders, and also posted on the NCDPI website, multiple email notifications and reminders, and through NCDPI social media.

One General Standards survey was released on September 19, 2023 and closed on November 10, 2023. This survey received 115 responses from various stakeholders throughout the state. The survey was publicized through listservs and multiple email notifications and reminders, and also posted on the NCDPI website, multiple email notifications and reminders, and through NCDPI social media.

Eight regional focus groups were held virtually: one for each of the eight State Board regions. Two additional focus groups were held virtually: one for charters and one for Institutes of Higher Education (IHE). Each regional focus group included classroom teachers as well as school and/or district curriculum leaders. The questions posed for all focus groups were those listed on page 13 of the NC Standard Course of Study Internal Procedures Manual. In total, 167 individuals participated in the focus groups.

Nine (9) individual interviews were conducted with representatives from a range of stakeholders including Institutions of Higher Education (IHEs), educators, a professional educator organization, an instructional coach, a principal, a parent, and a student. The questions posed were those listed on page 13 of the NC Standard Course of Study Internal Procedures Manual.

Quantitative Findings by Standard: All Stakeholder Survey, K-12

Bar graphs in this section represent the percent (%) of respondents that said either “keep,” “change,” or “remove” for each standard in the English Language Arts Standard Course of Study. Bars are sorted according to the percent of respondents who said either keep (purple), change (dark blue), or remove (light blue).

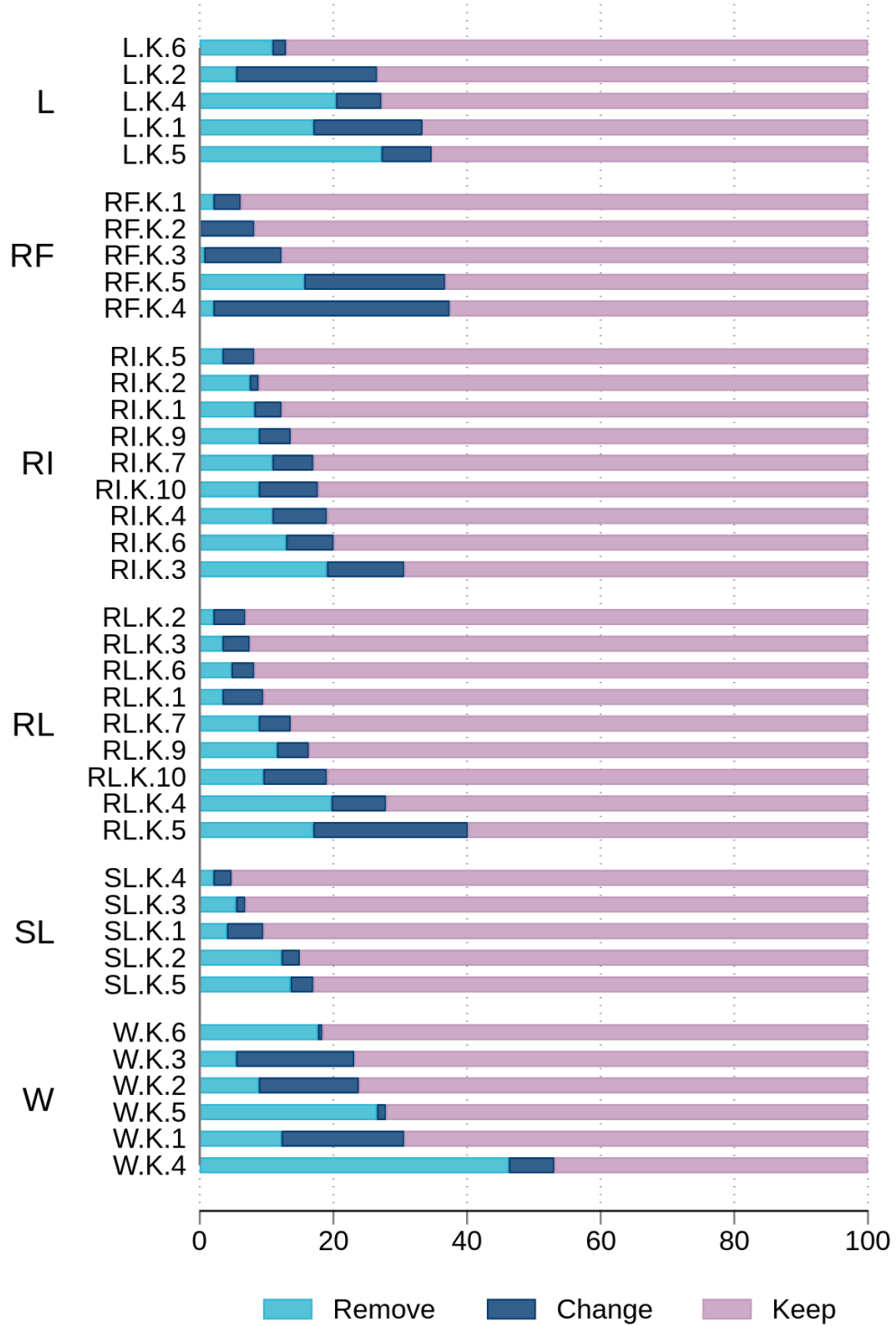
Standards strands and numbers are coded on the y-axis of the graph, and the percentage of responses are coded on the x-axis. View the [K-5](#) and [6-12](#) worksheets to see the percent of “keep,” “change,” and “remove,” as well as all comments associated with that item and the text of each objective.

Graphs appear in order by grade-level. Grades 9-10 and 11-12 are graphed together to reflect the grade-level bands in which standards are currently written.

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Kindergarten

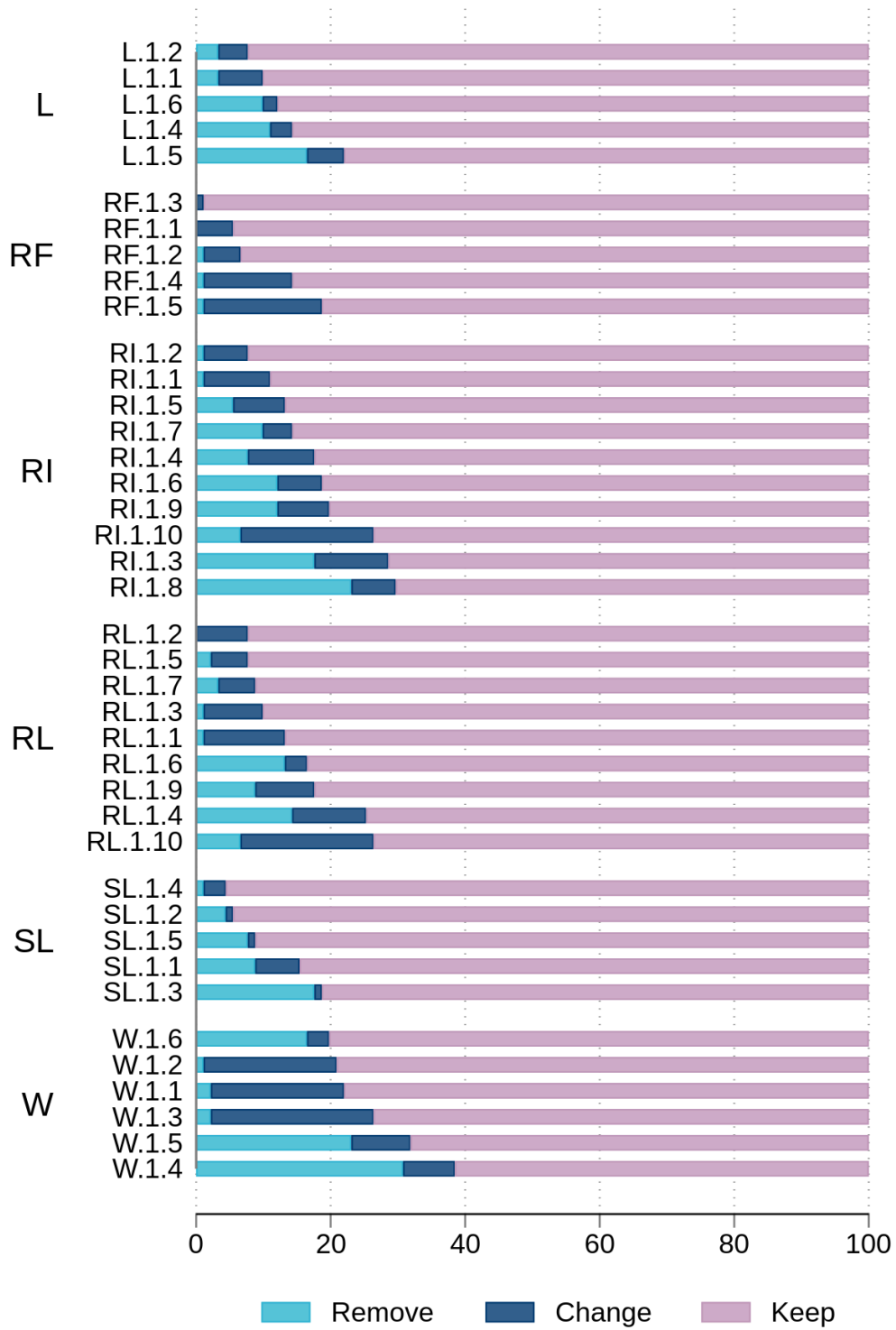
K



Data Report

Grade 1

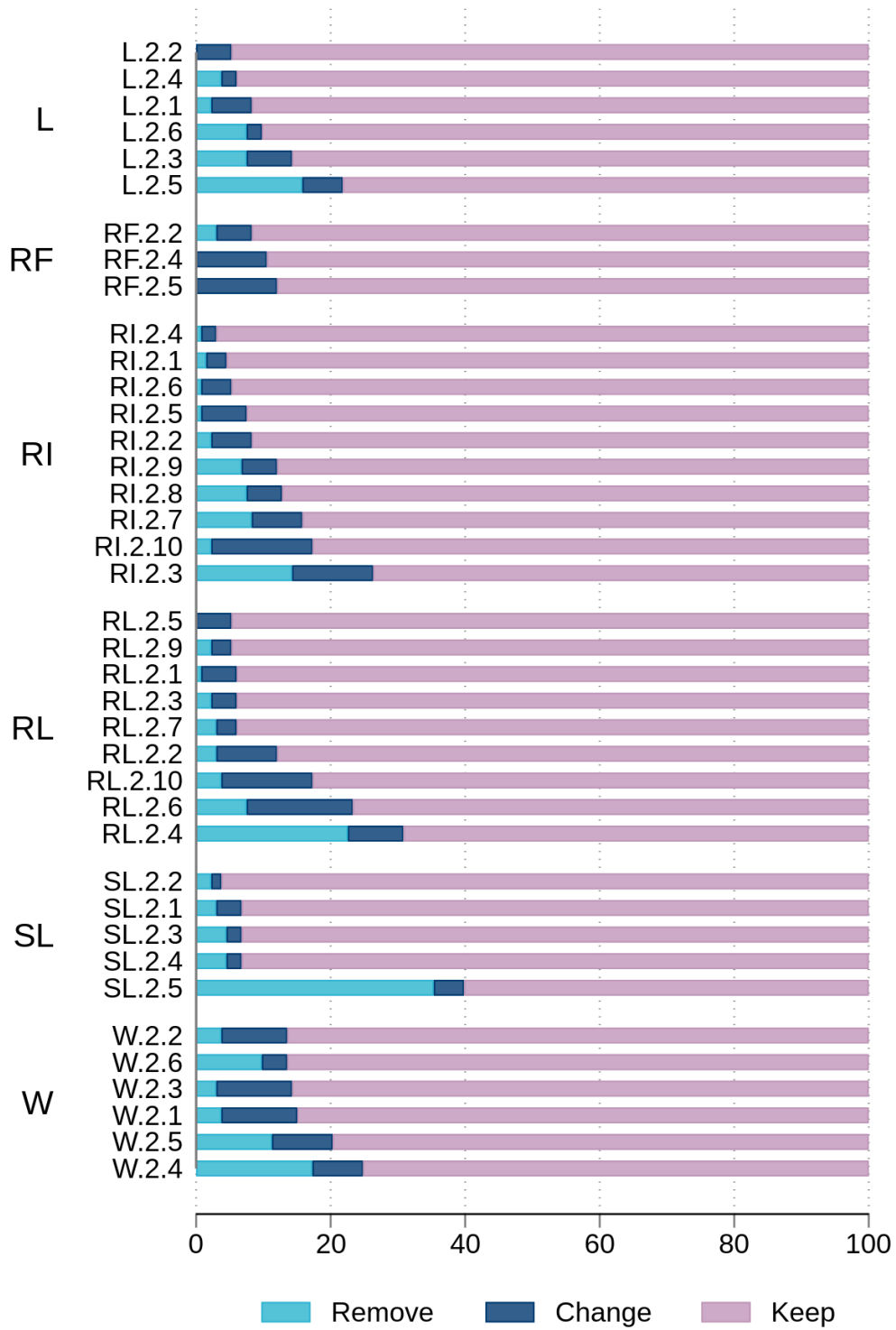
1



Data Report

Grade 2

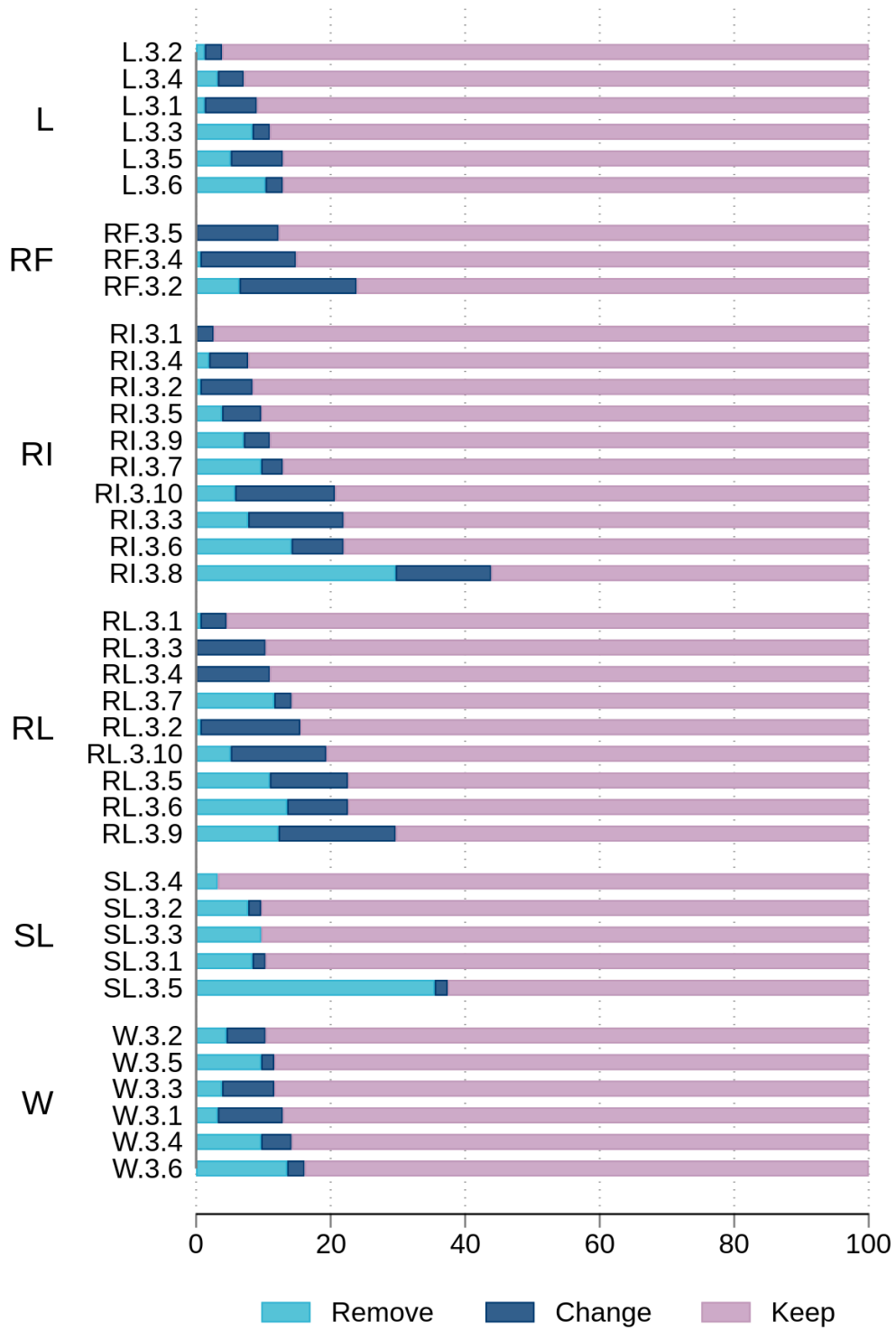
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Data Report

Grade 3

3



Data Report

Grade 4

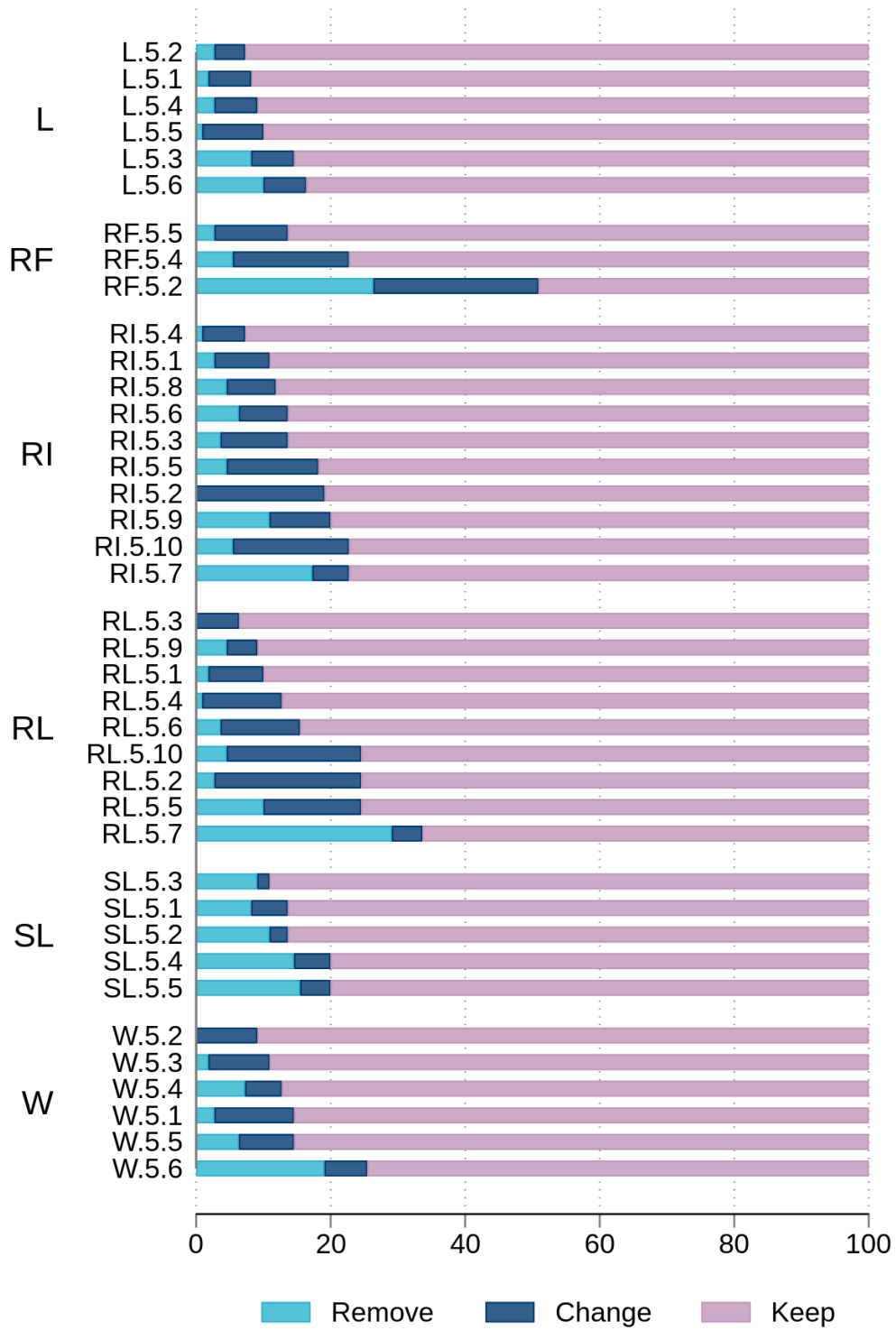
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Data Report

Grade 5

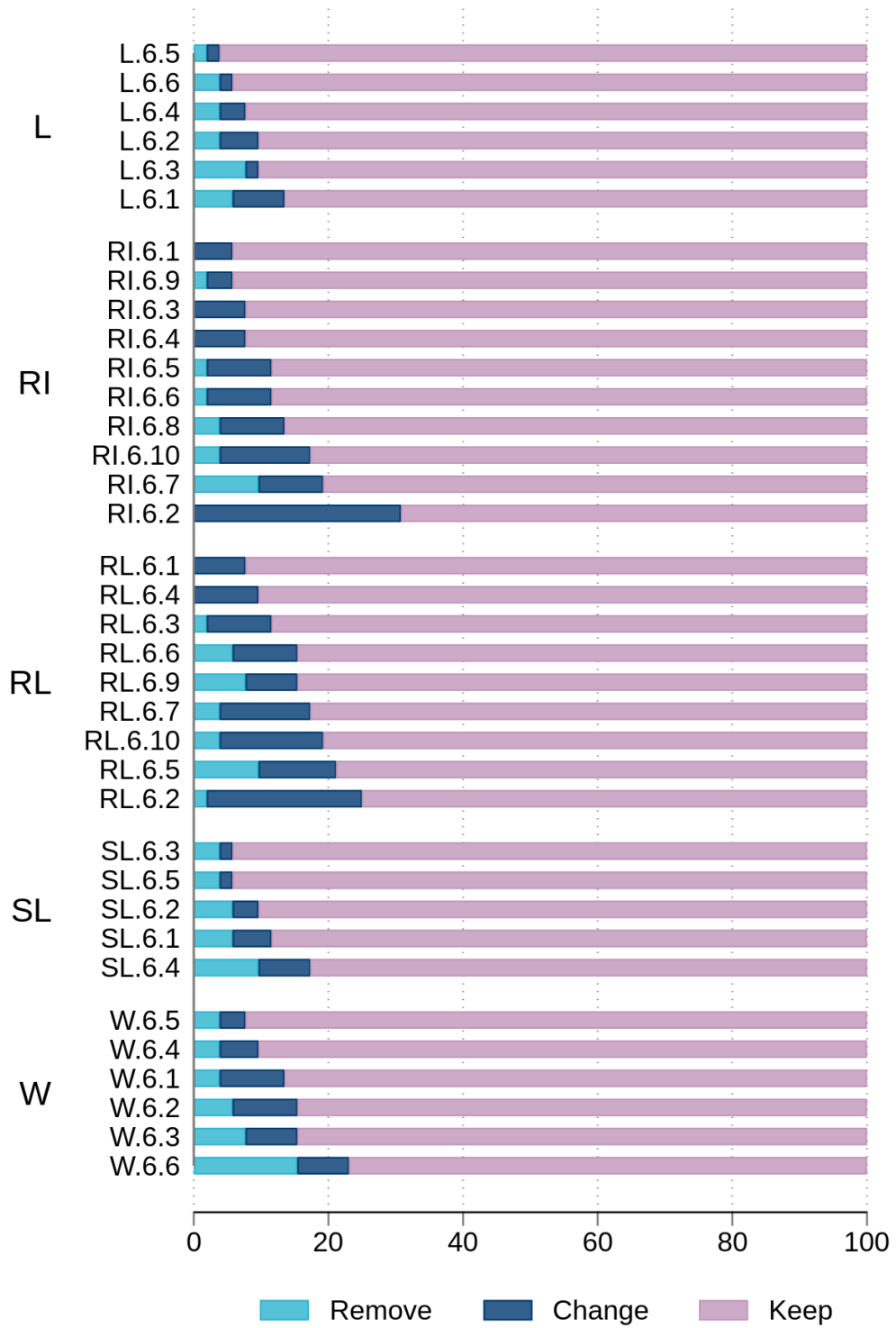
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Data Report

Grade 6

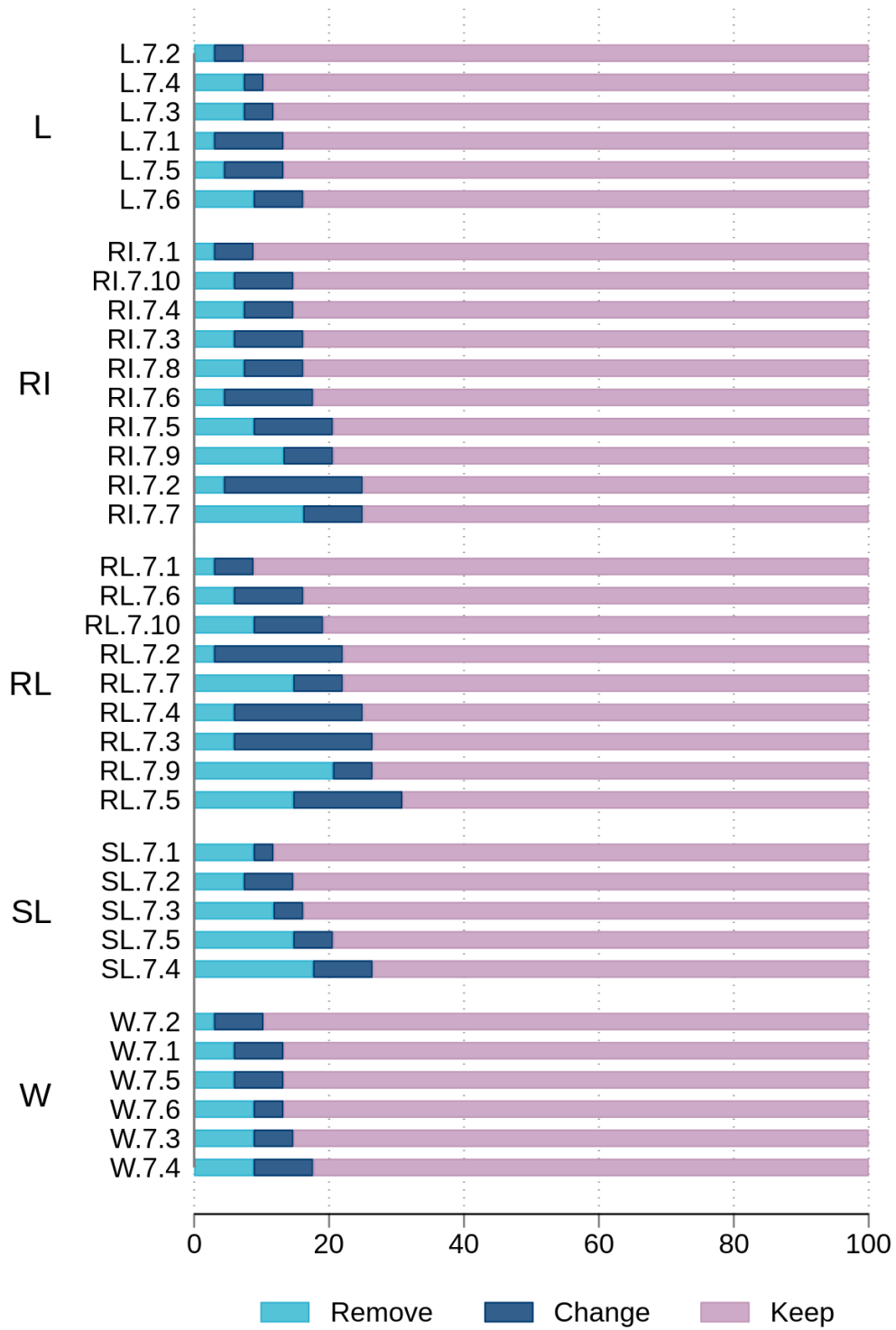
6



Data Report

Grade 7

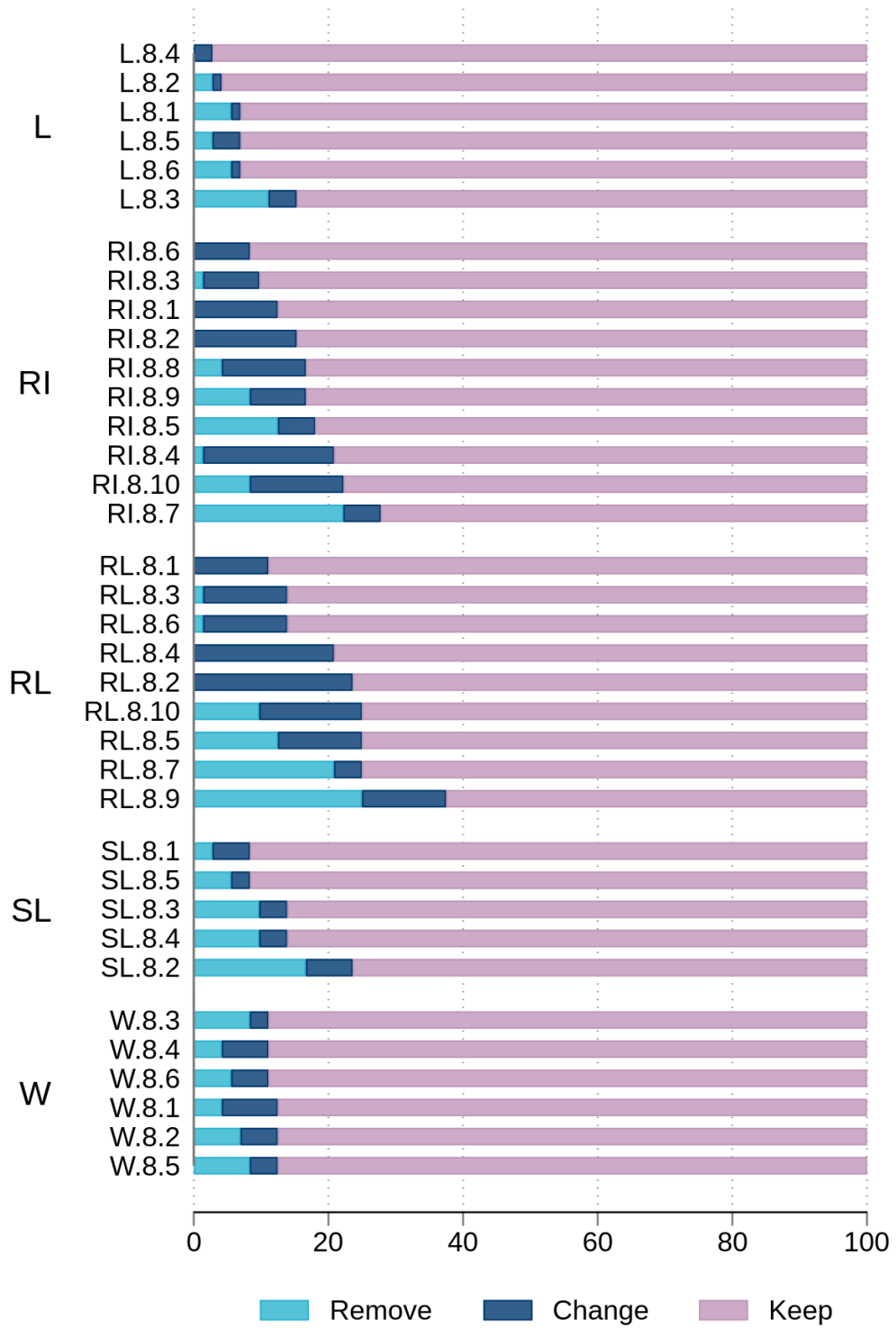
7



Data Report

Grade 8

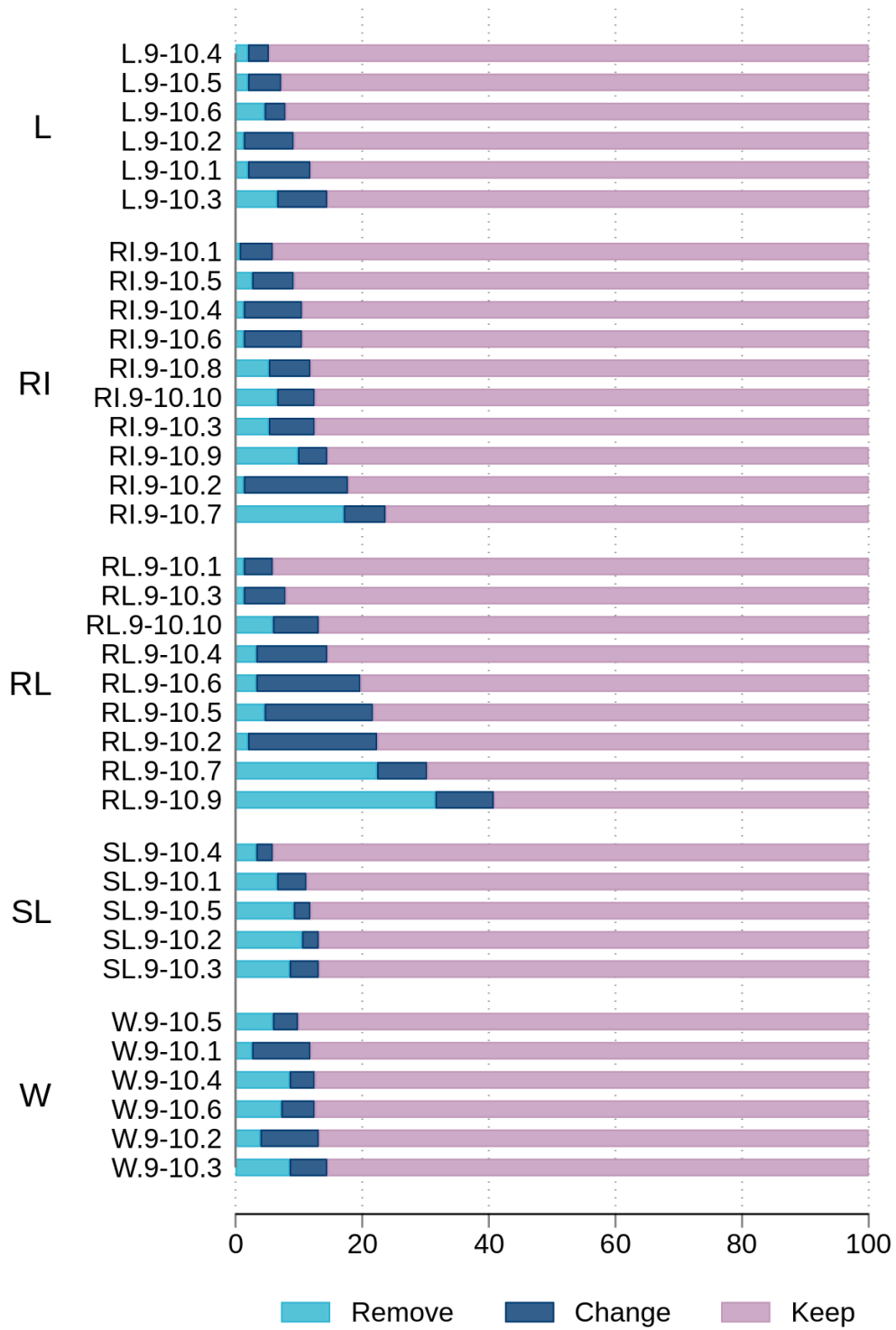
8



Data Report

Grades 9-10

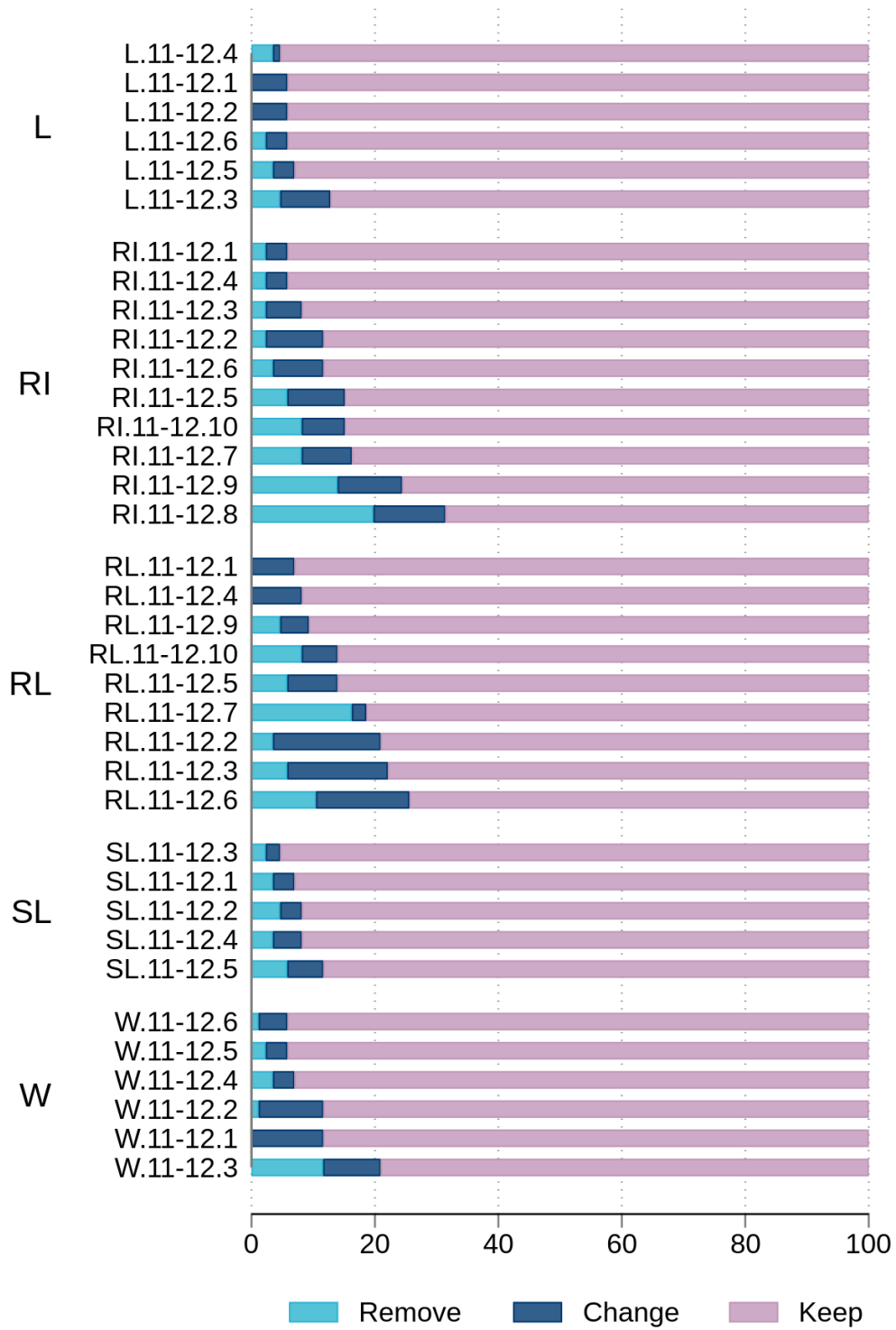
9-10



Data Report

Grades 11-12

11-12



Data Report

Quantitative Findings by Standard: PSU Survey, K-12

Bar graphs in this section represent the percent (%) of respondents that said either “keep,” “change,” or “remove” for each standard in the English Language Arts Standard Course of Study. Bars are sorted according to the percent of respondents who said either keep (purple), change (dark blue), or remove (light blue).

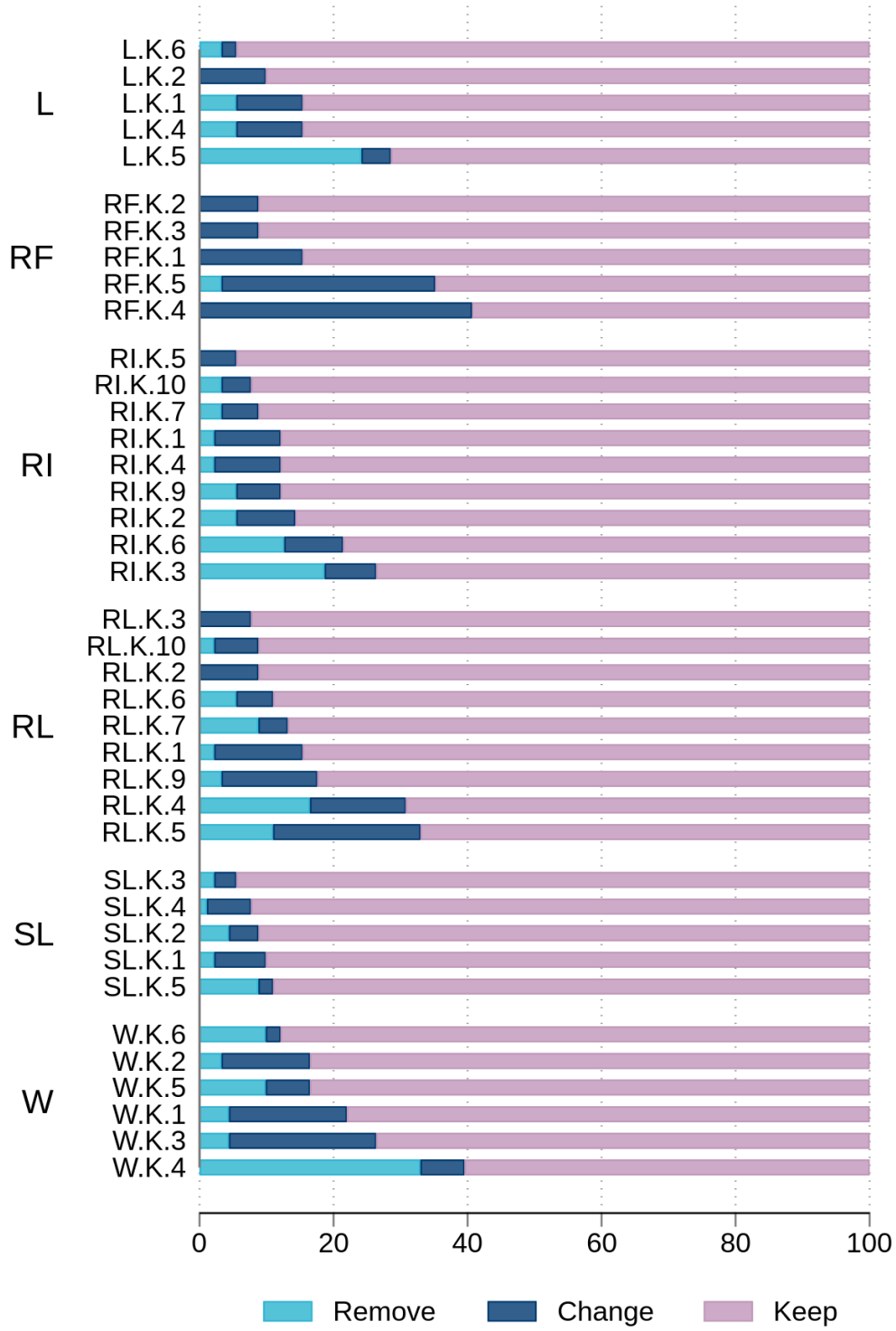
Standards strands and numbers are coded on the y-axis of the graph, and the percentage of responses are coded on the x-axis. View the [K-5](#) and [6-12](#) worksheets to see the percent of “keep,” “change,” and “remove,” as well as all comments associated with that item and the text of each objective.

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Kindergarten

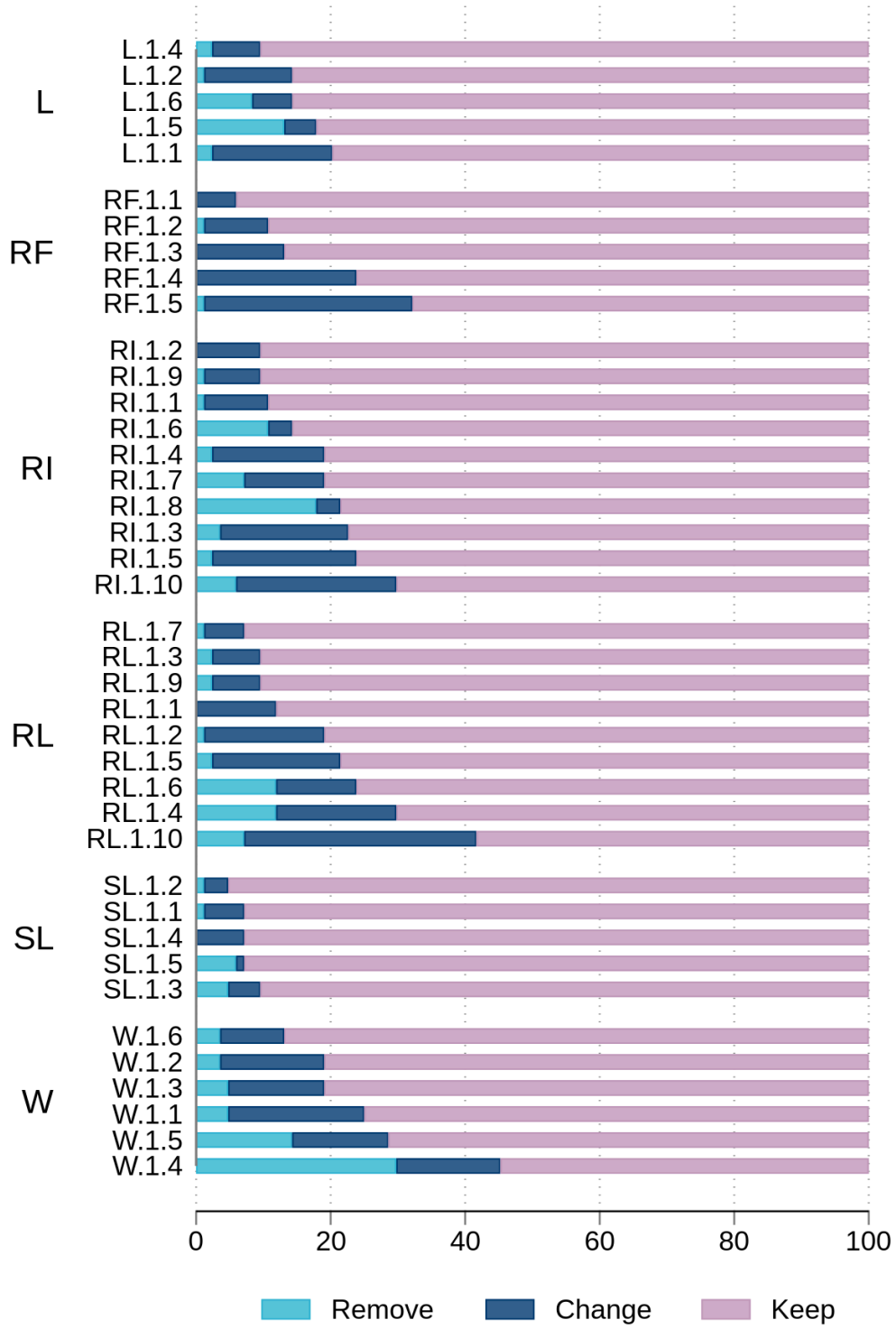
K



Data Report

Grade 1

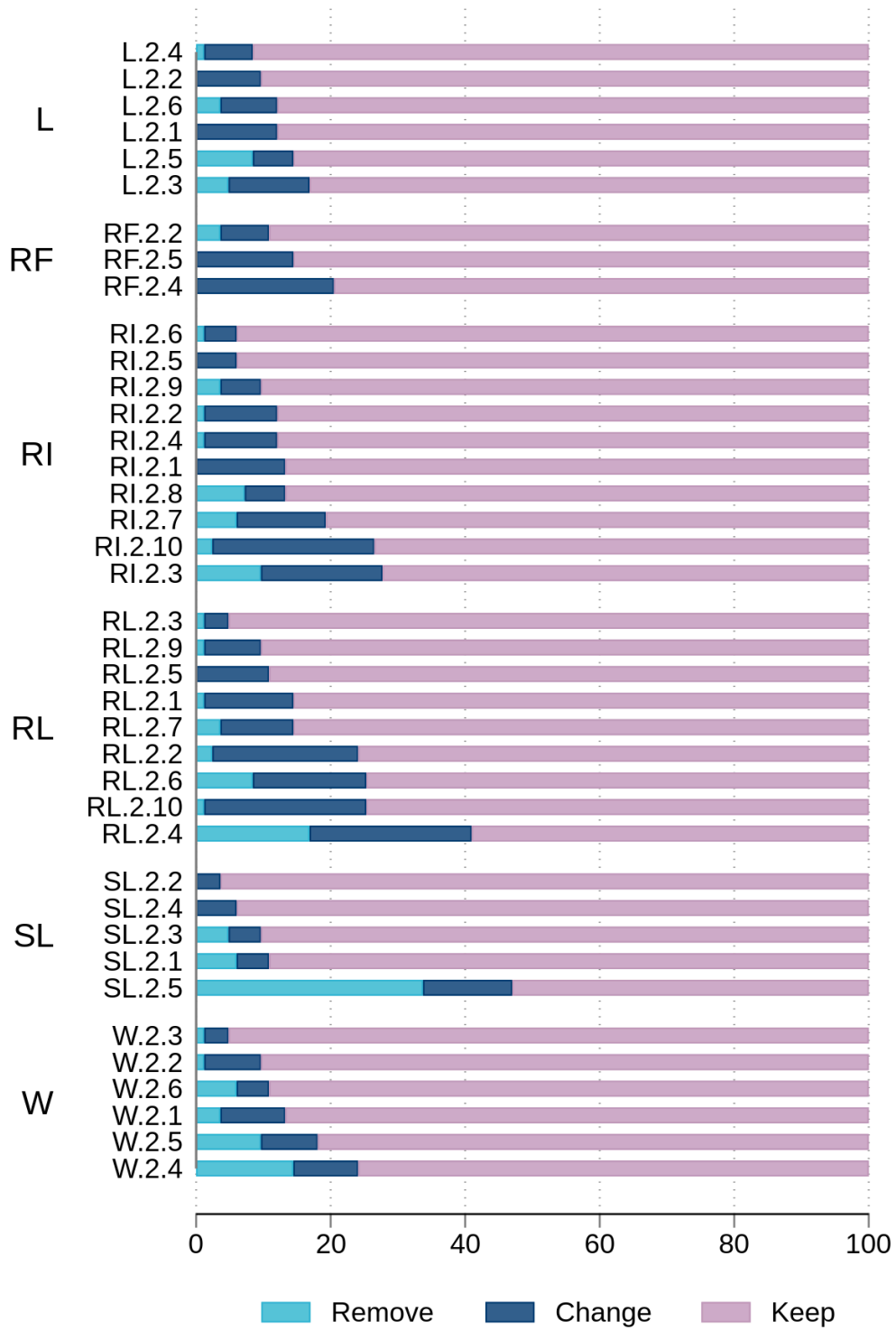
1



Data Report

Grade 2

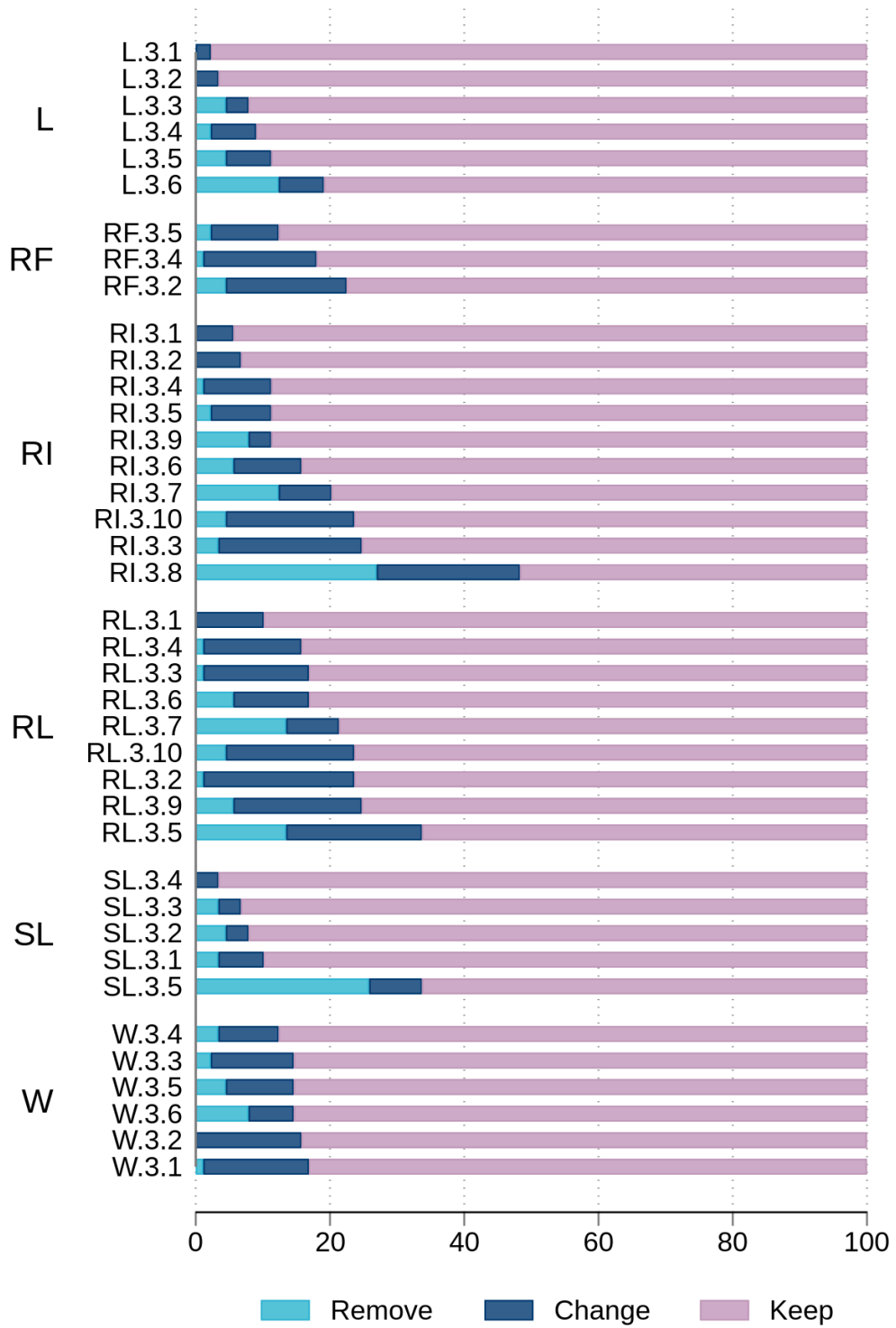
2



Data Report

Grade 3

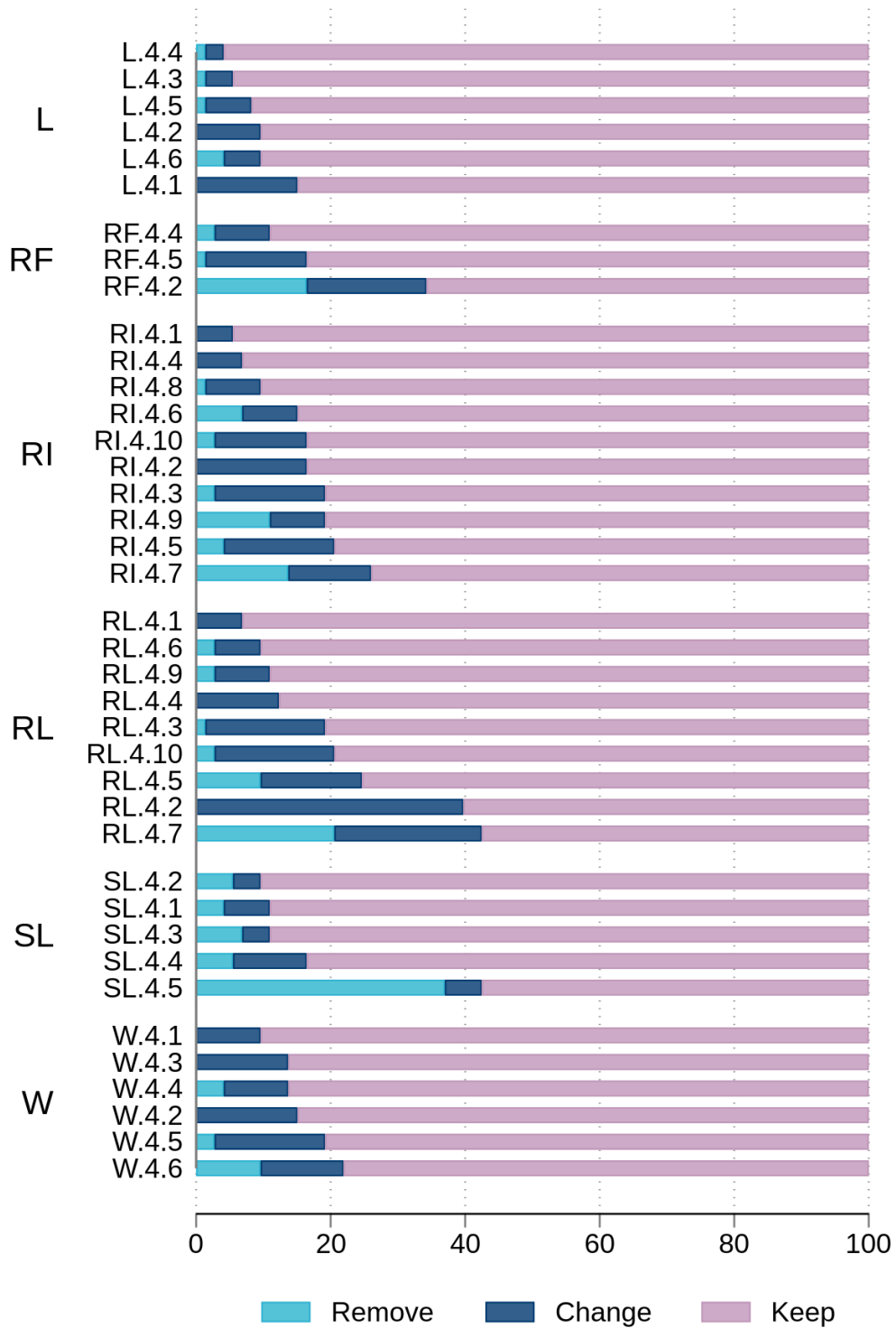
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Grade 4

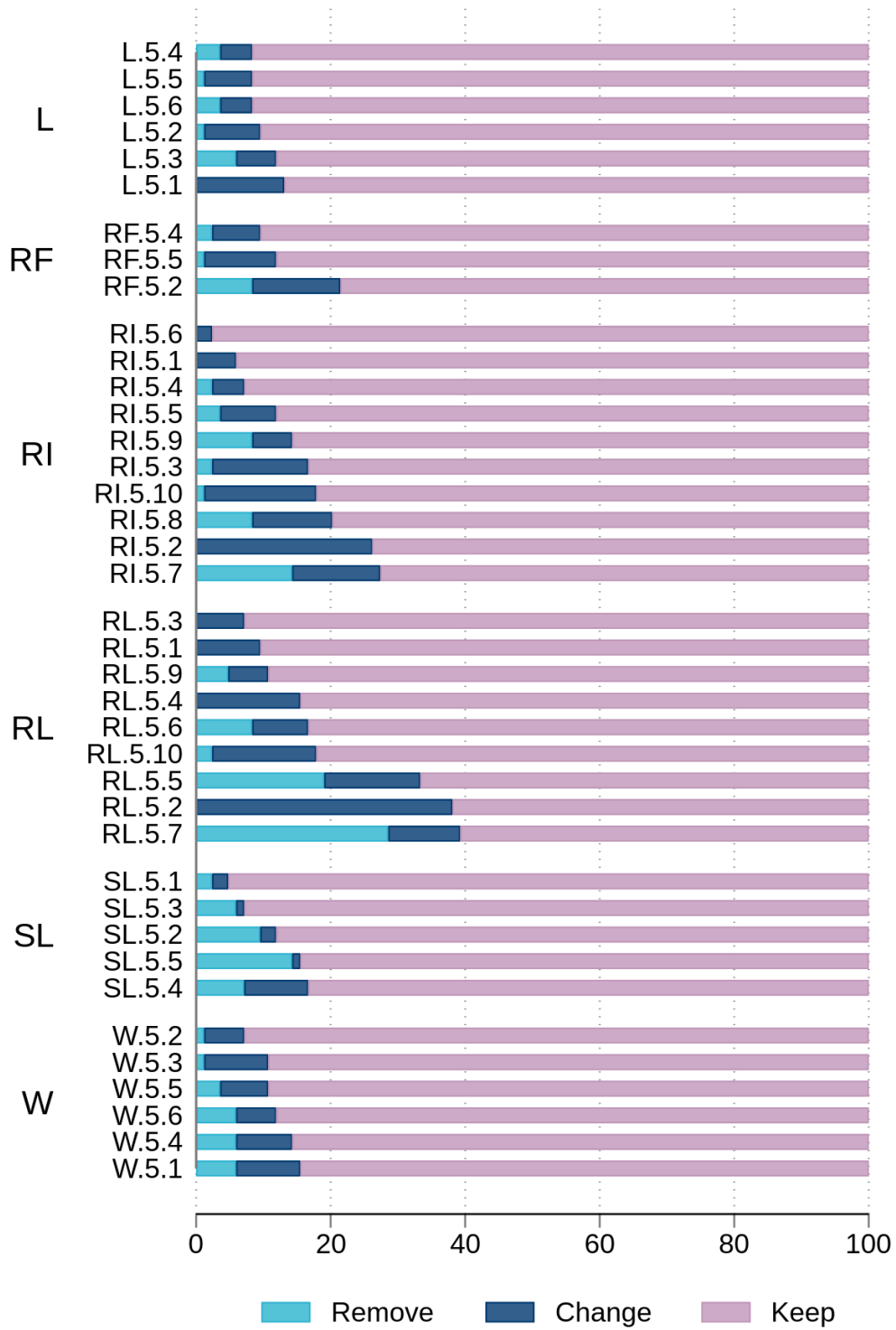
4



Data Report

Grade 5

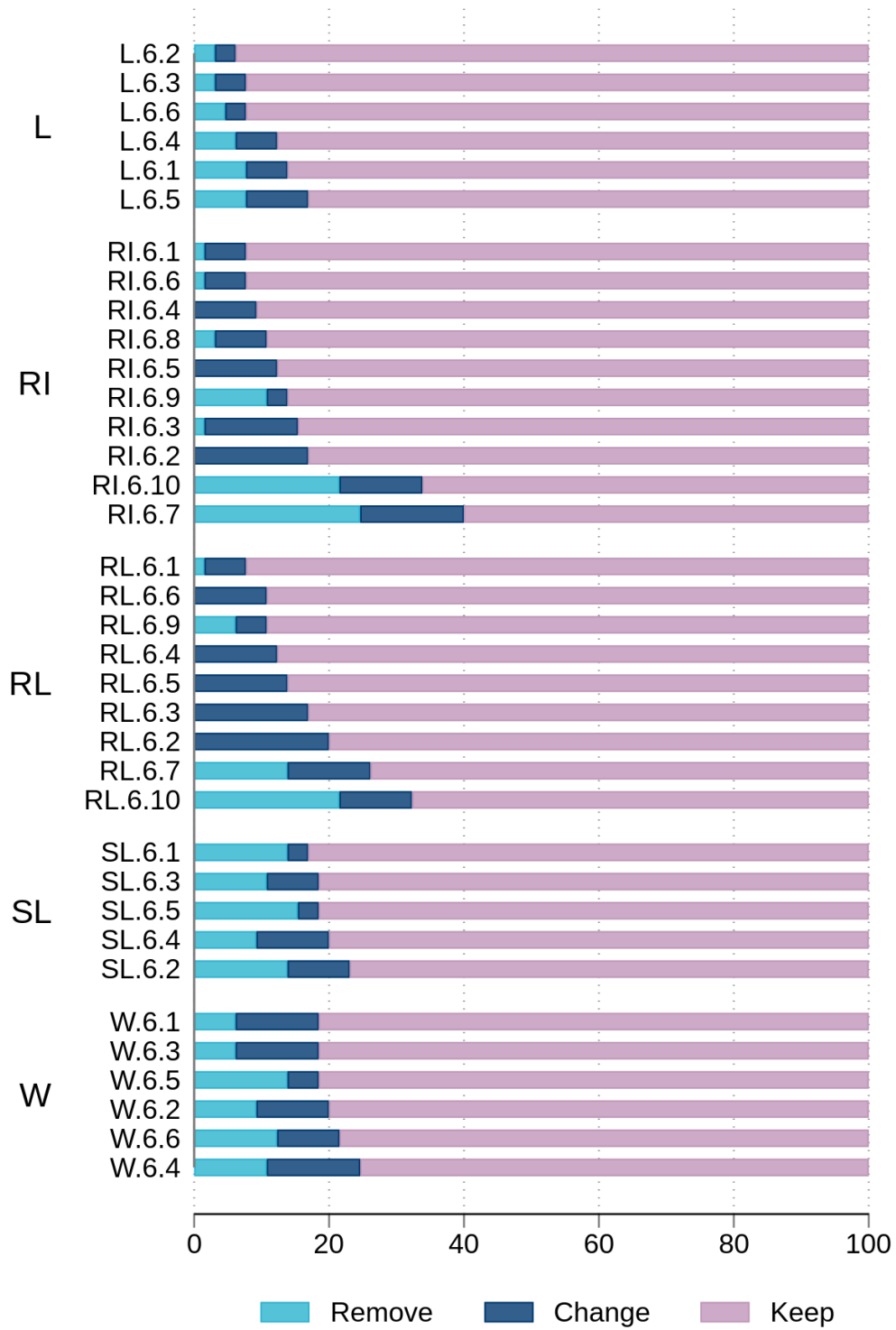
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Data Report

Grade 6

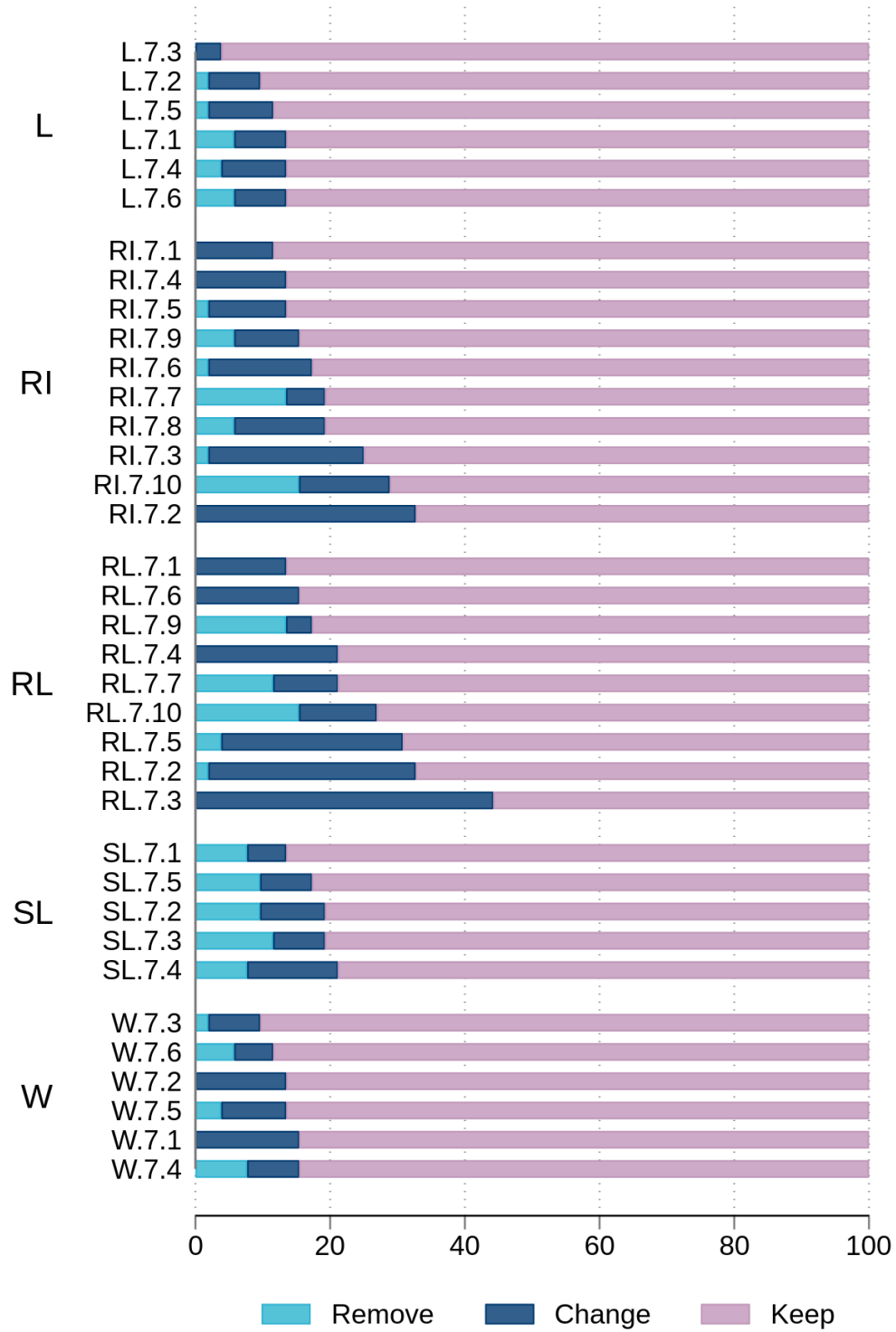
6



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Grade 7

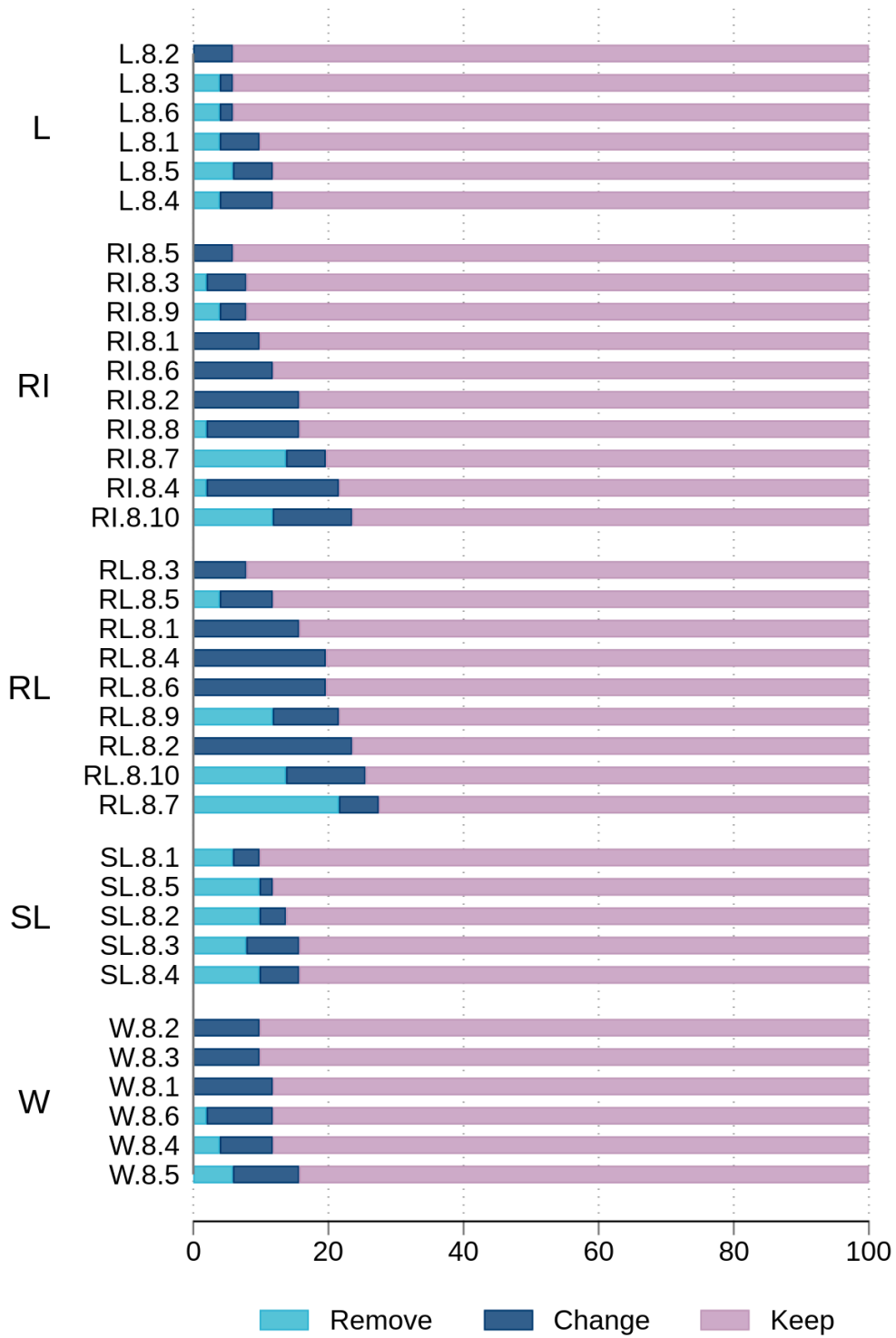
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Data Report

Grade 8

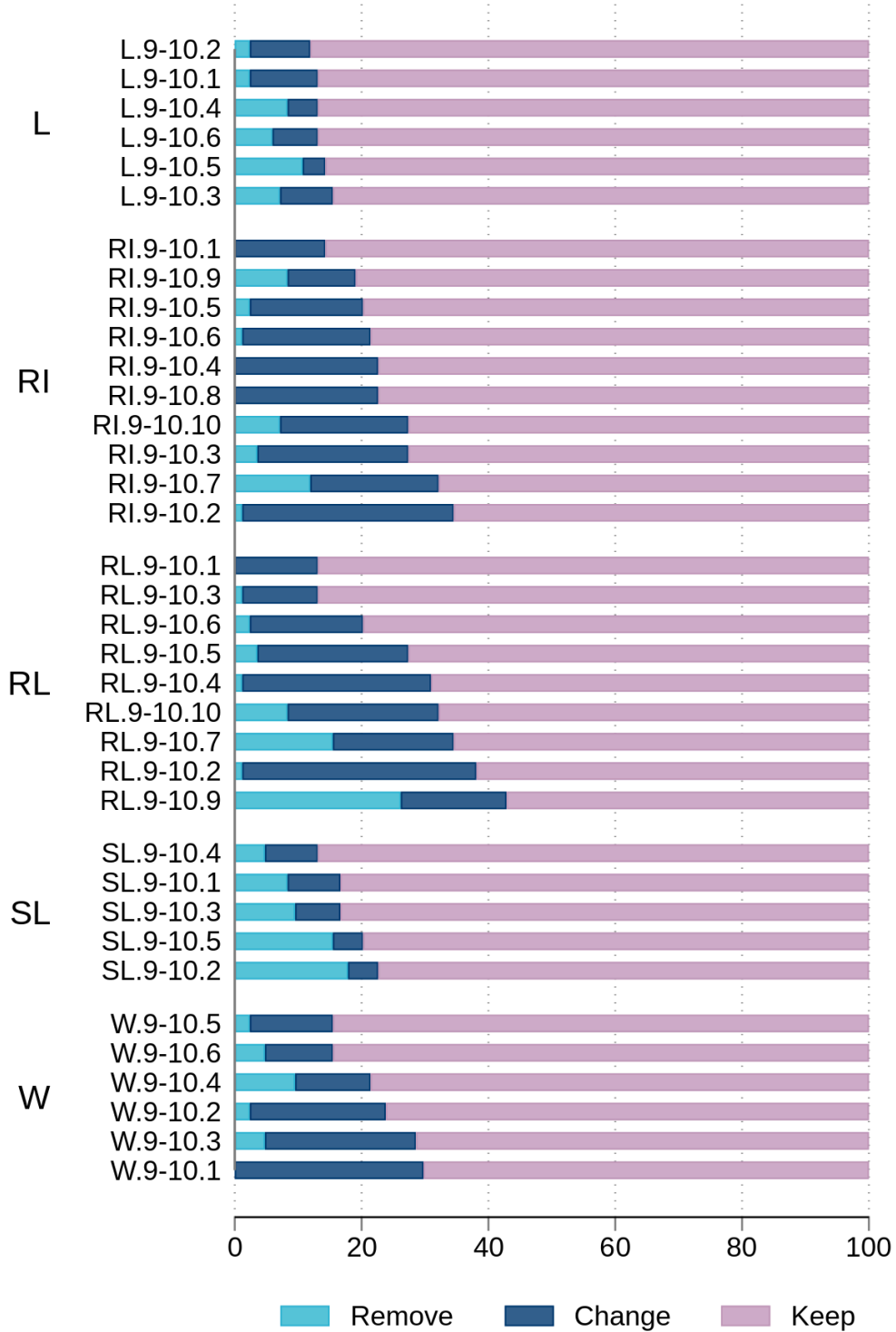
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Data Report

Grades 9-10

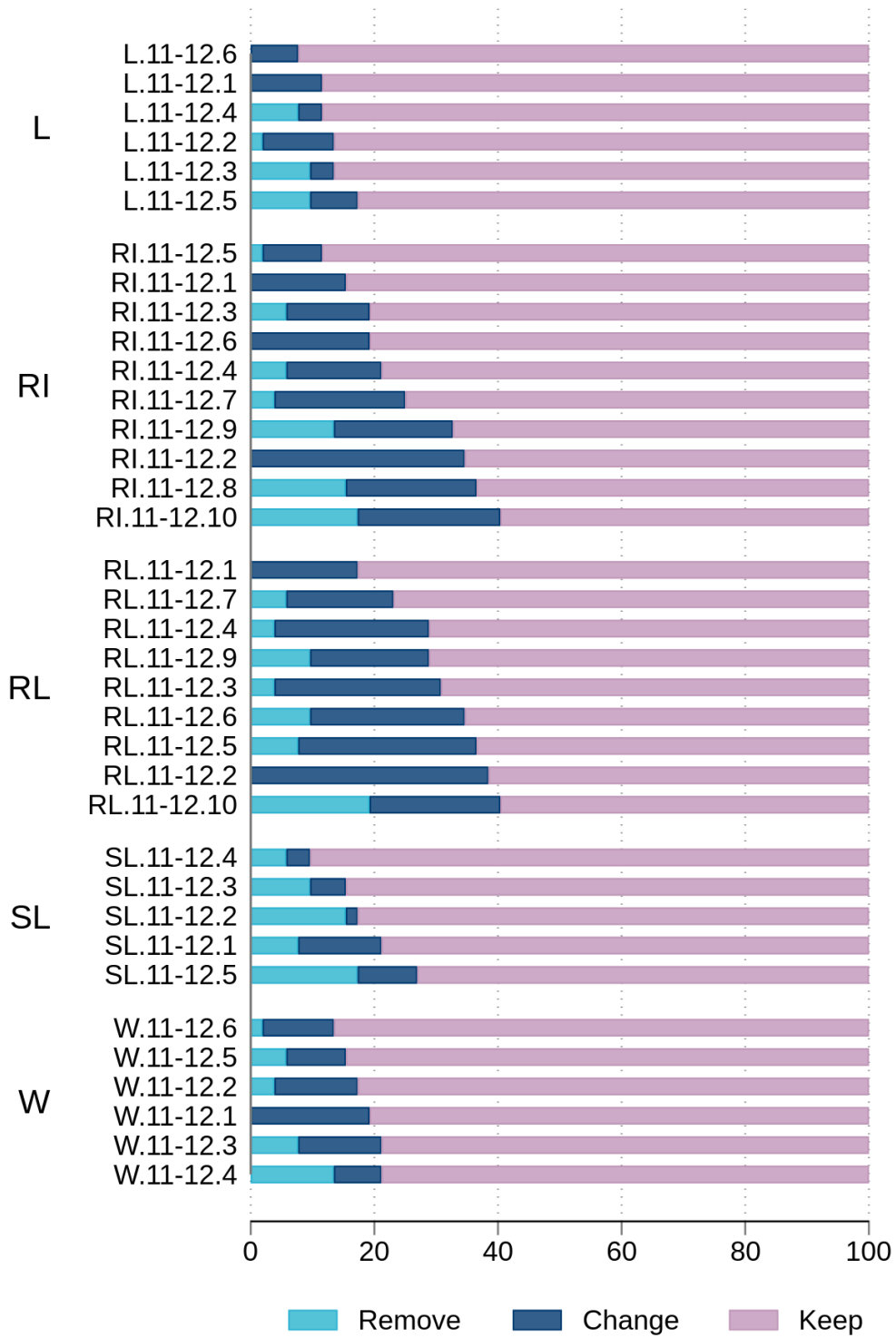
9-10



Data Report

Grades 11-12

11-12



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Quantitative Findings by Grade Level: General Survey

Bar graphs in this section represent the percent (%) of respondents that indicated different levels of satisfaction with the current ELA Standard Course of Study with respect to various descriptive elements. Respondents indicated one of five levels of satisfaction: highly satisfied, satisfied, neutral, dissatisfied, highly dissatisfied.

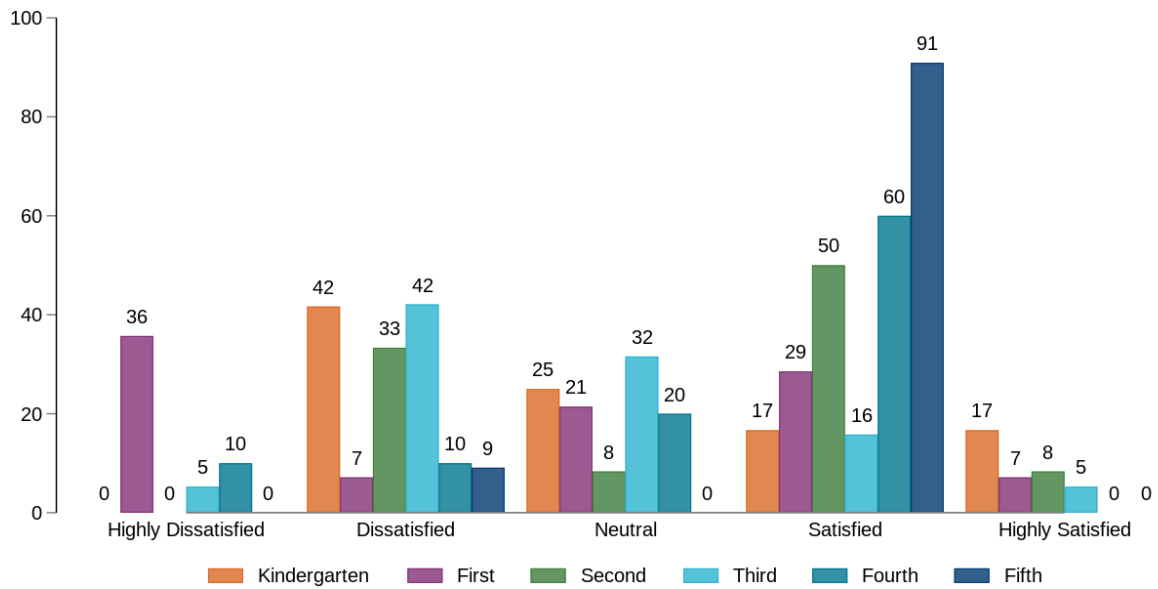
Percentage of respondents for each response are coded on the y-axis, and levels of satisfaction, grouped by grade-level, are coded on the x-axis. [View the worksheet](#) to see the percent of different satisfaction ratings, as well as the total quantity of responses per question.

Graphs appear in order by descriptive element, then by grade band: K-5 and 6-12. Bars on the graphs are color-coded by grade-level.

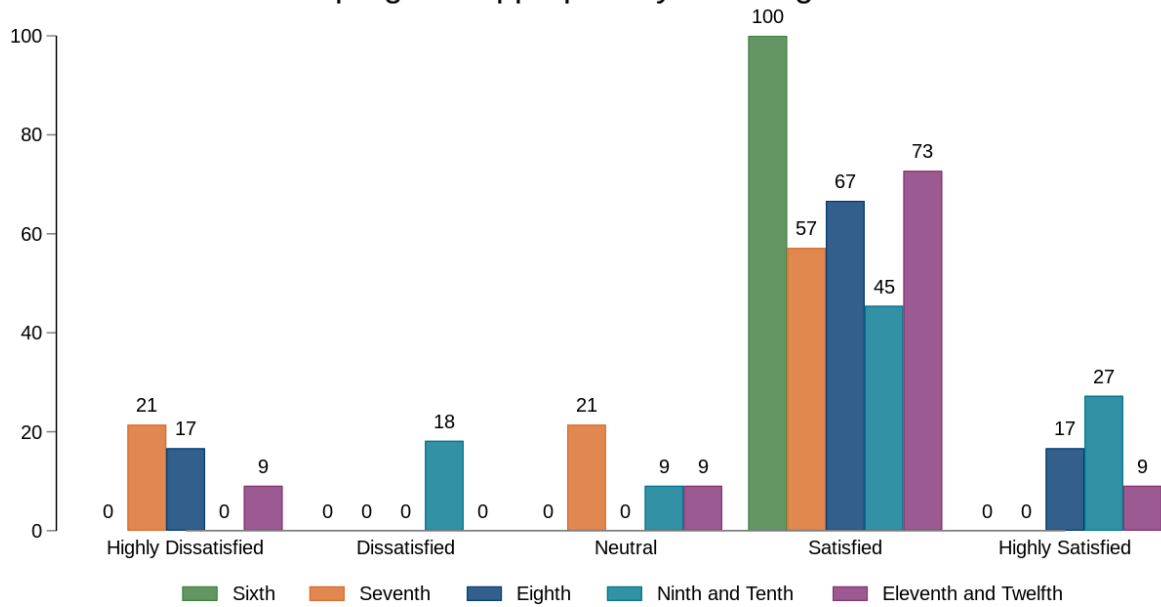
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Standards Progression

The standards progress appropriately across grades and/or courses.



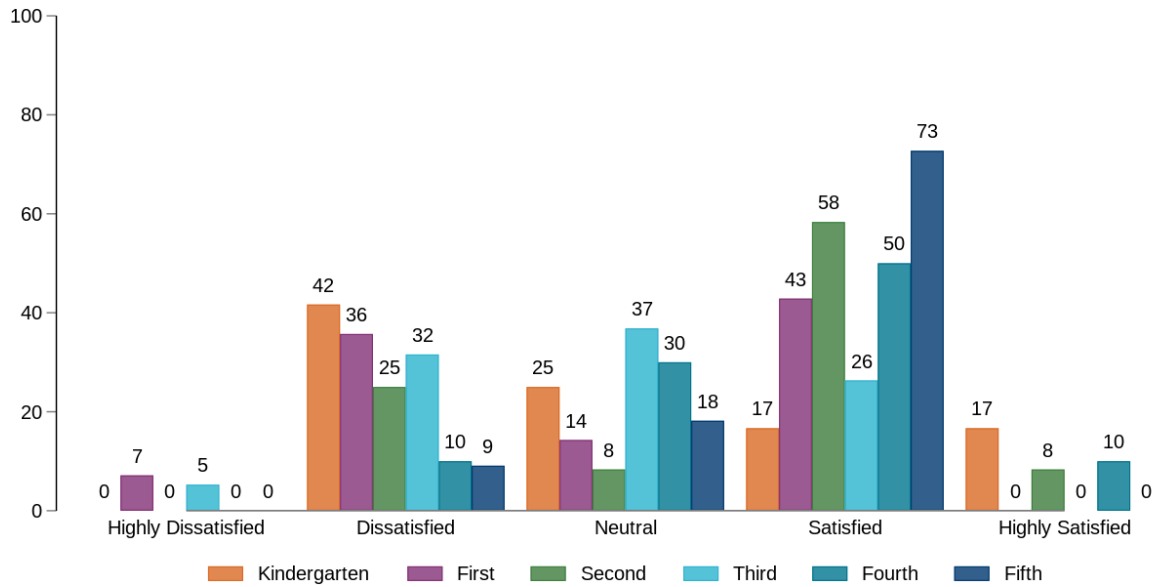
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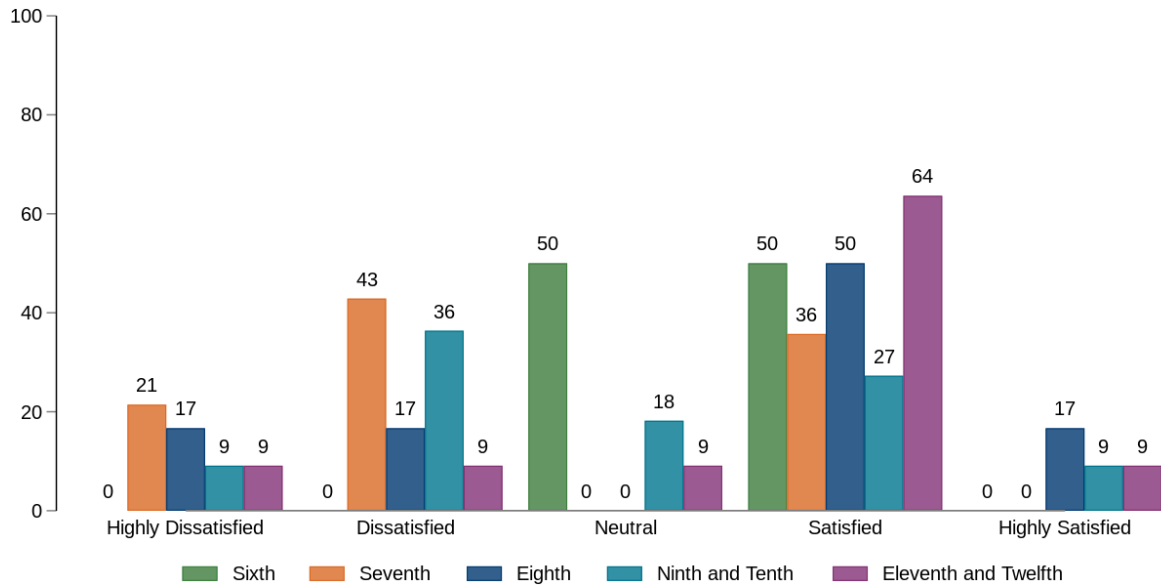
Data Report

Depth and Complexity

The standards demonstrate appropriate depth and complexity.



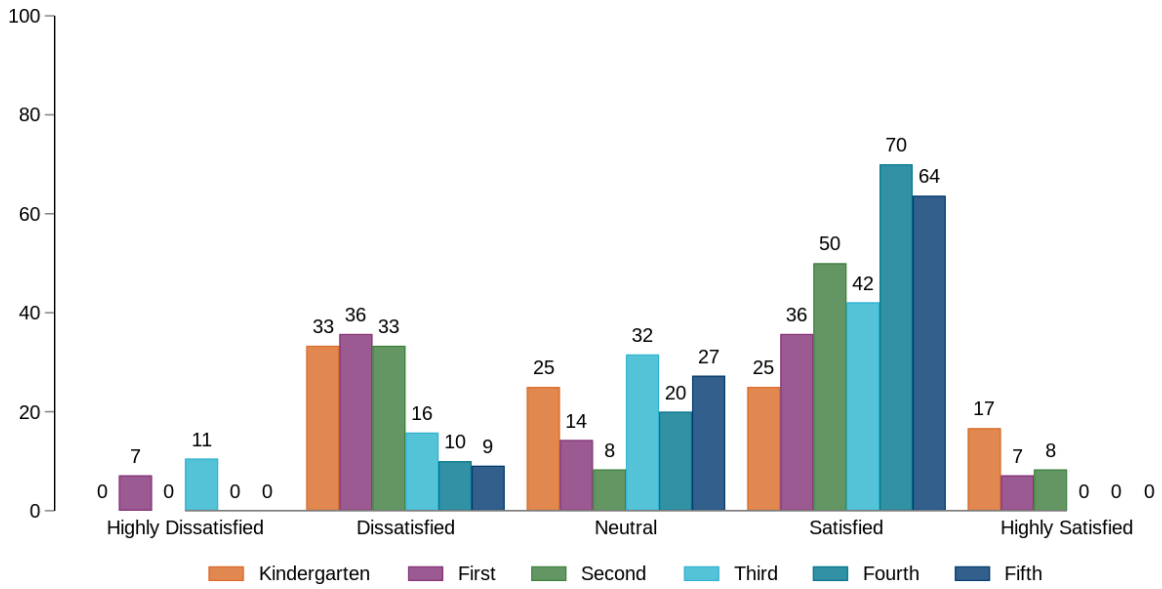
The standards are free of ambiguity and confusion.



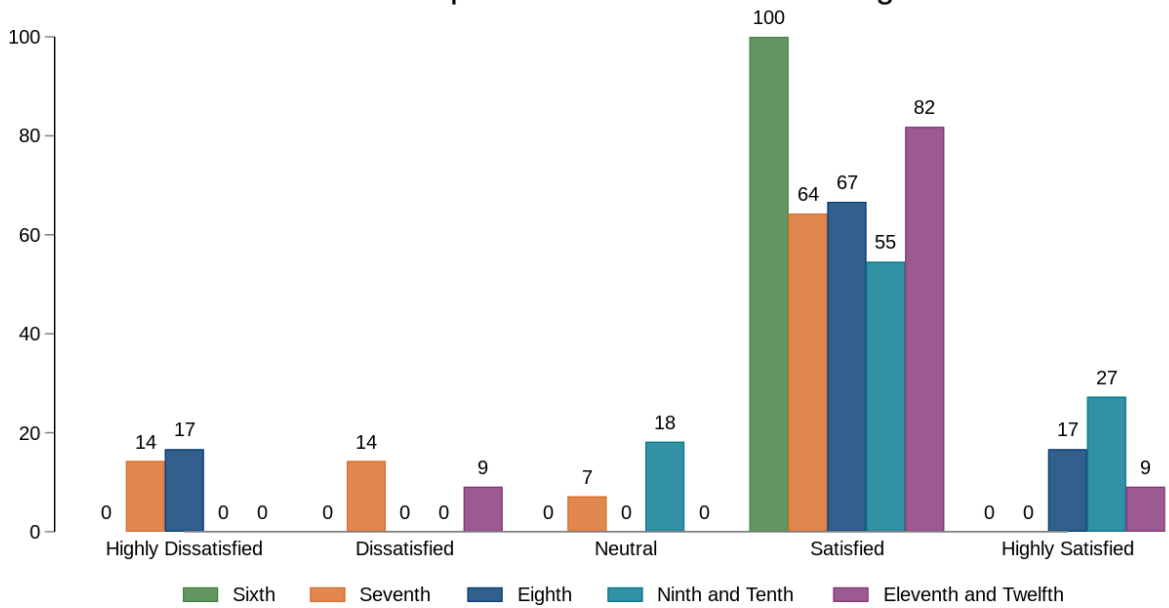
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Content and Knowledge

The standards cover the important content and knowledge of the content area.



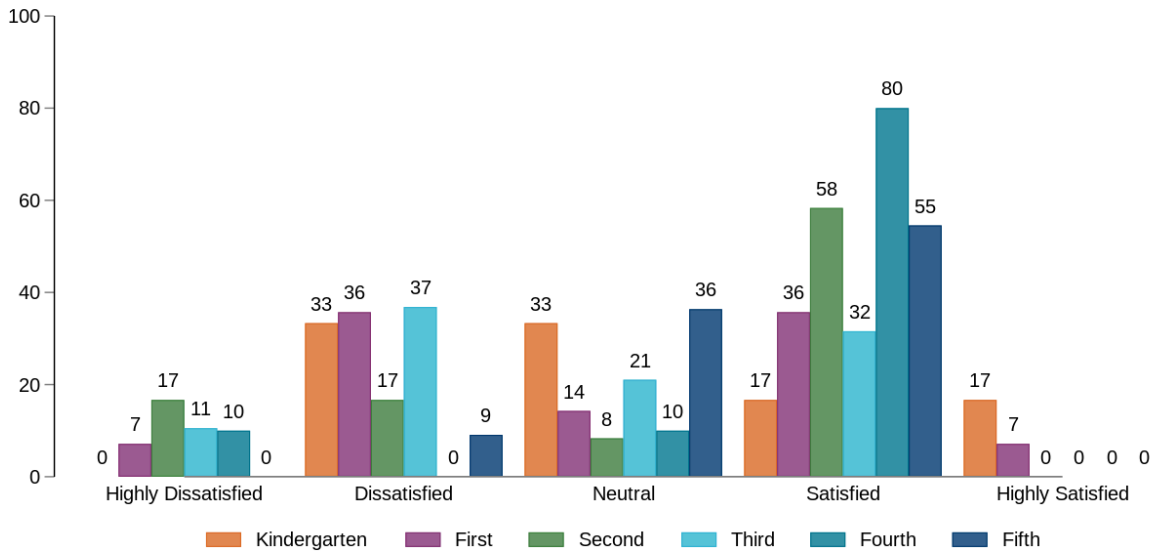
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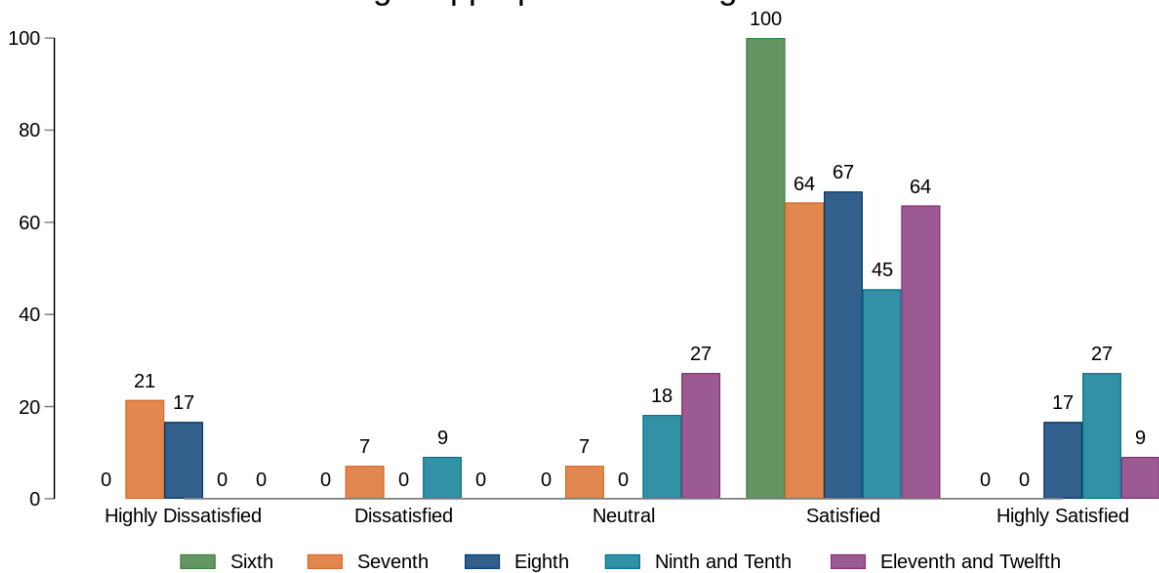
Data Report

Rigor

The standards are written at an academic level of rigor appropriate for the grade level.



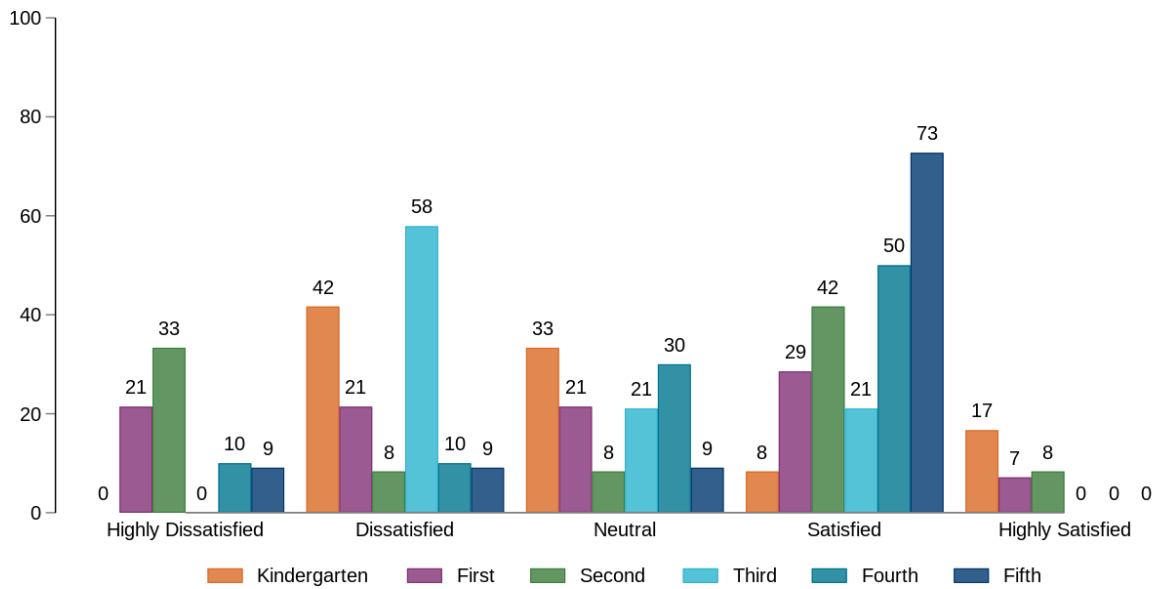
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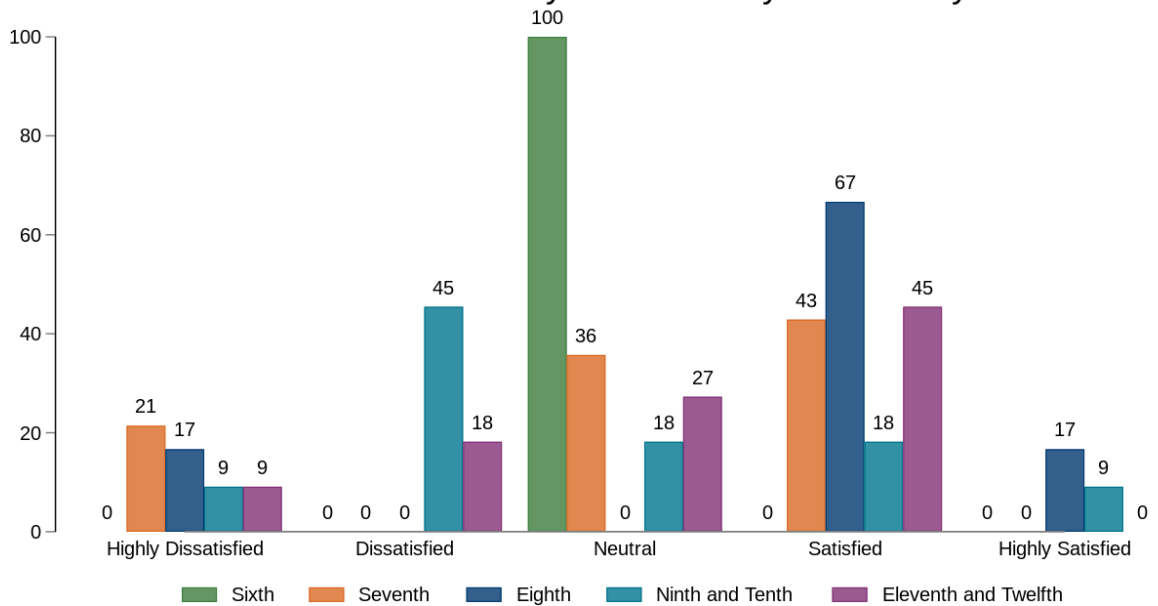
Data Report

Clarity and Concision

The standards are written clearly and concisely for a variety of audiences.



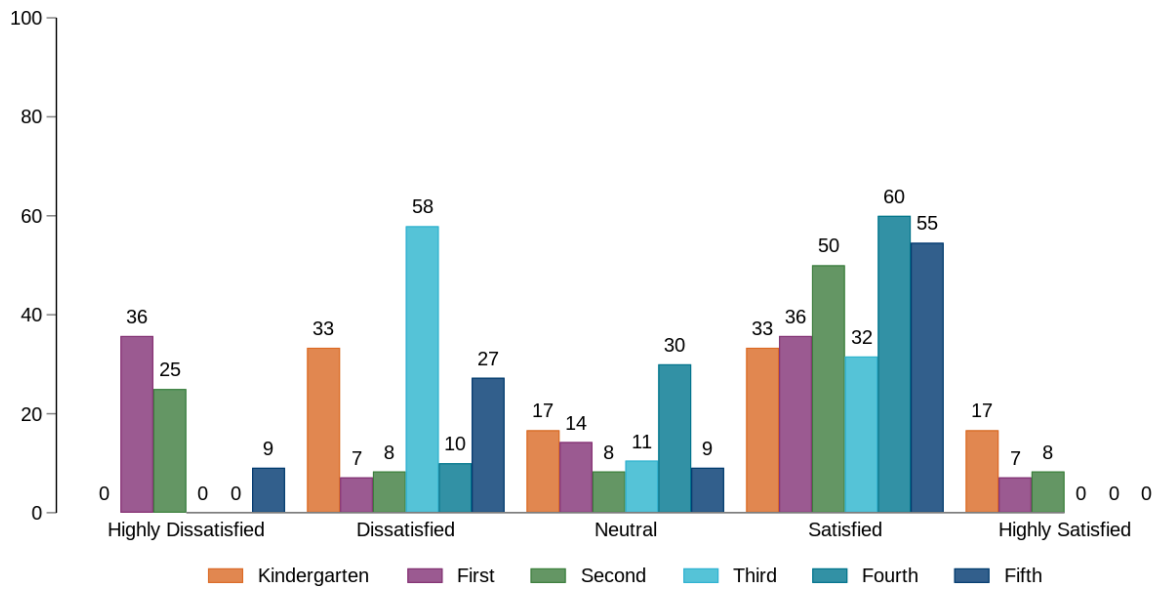
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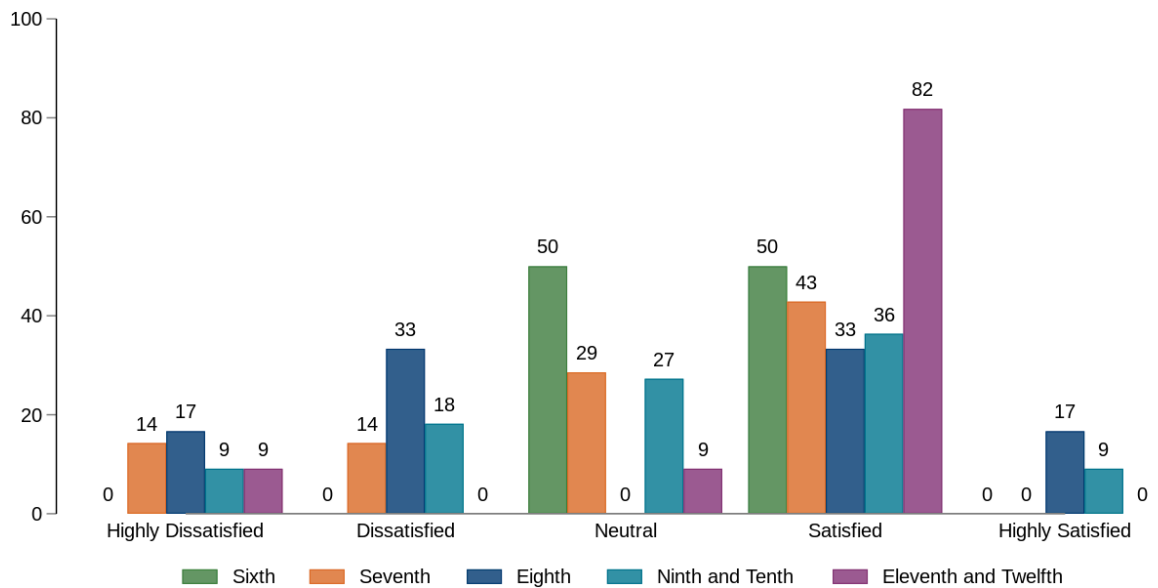
Data Report

Observability and Measurability

The standards are observable and measurable.



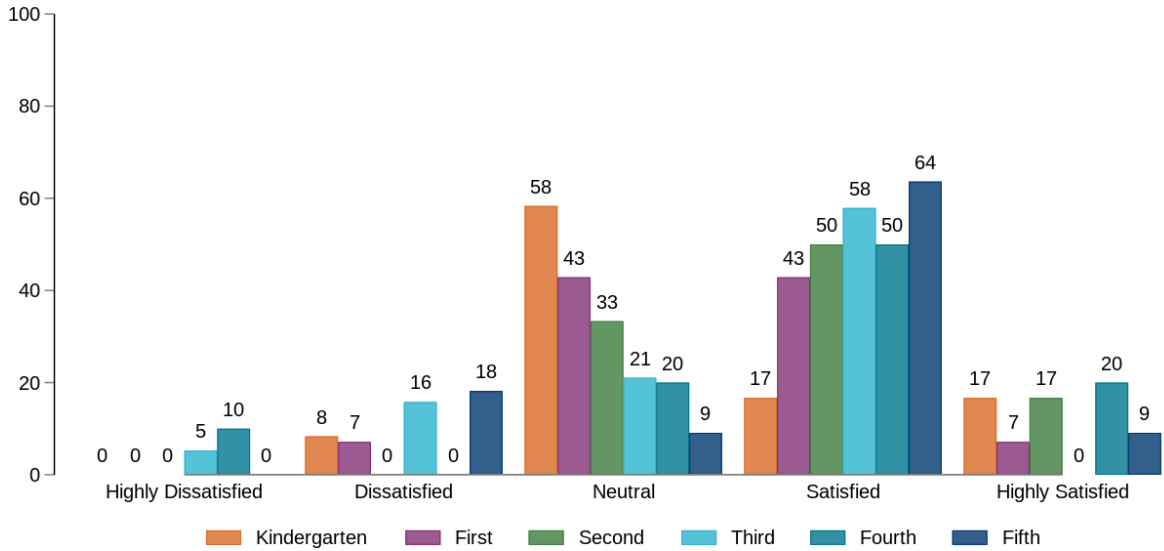
The standards are observable and measurable.



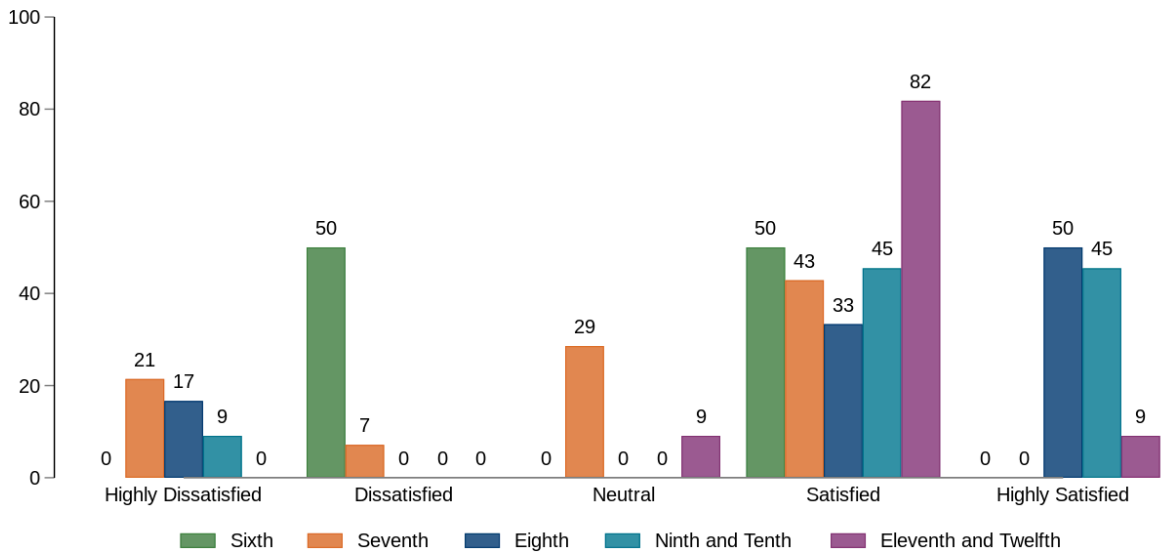
Data Report

Impartiality

The standards are impartial and free of discrimination on the basis of gender, ethnicity, and/or disability.



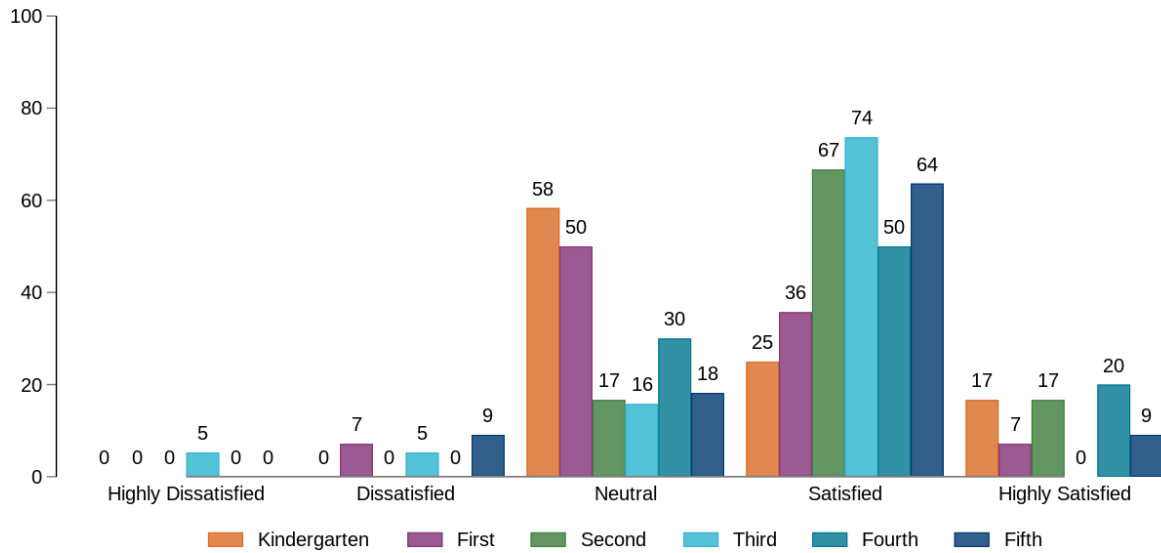
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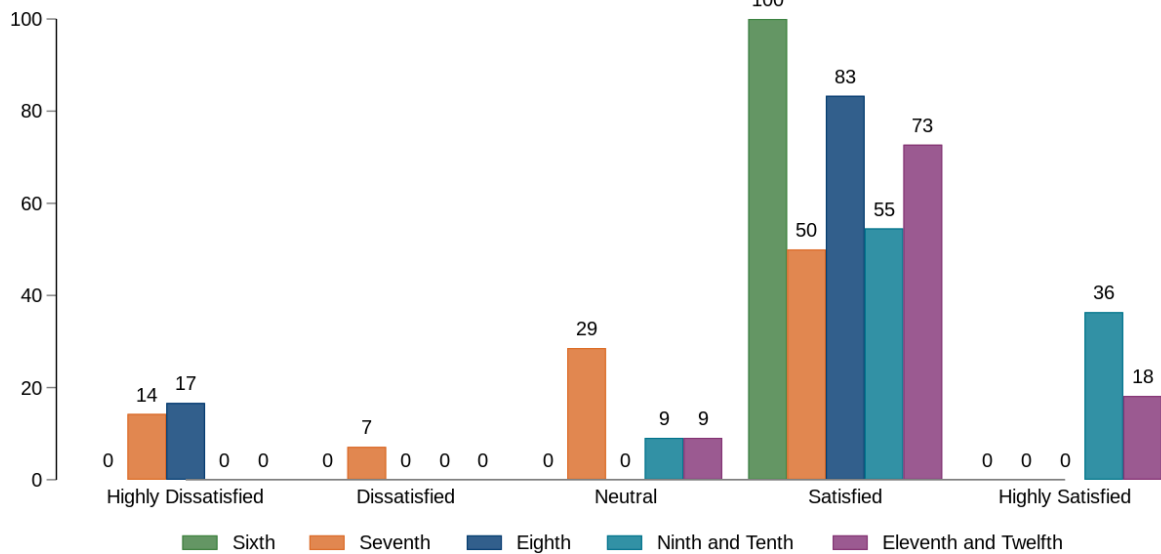
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Cultural Sensitivity

The standards are free of language that might be culturally insensitive.



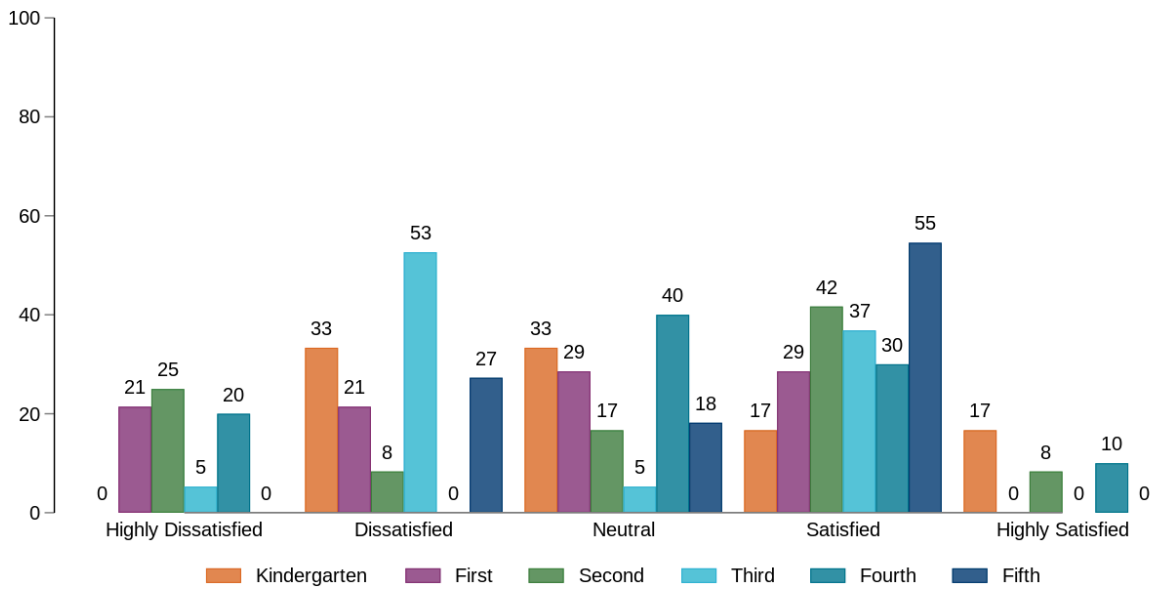
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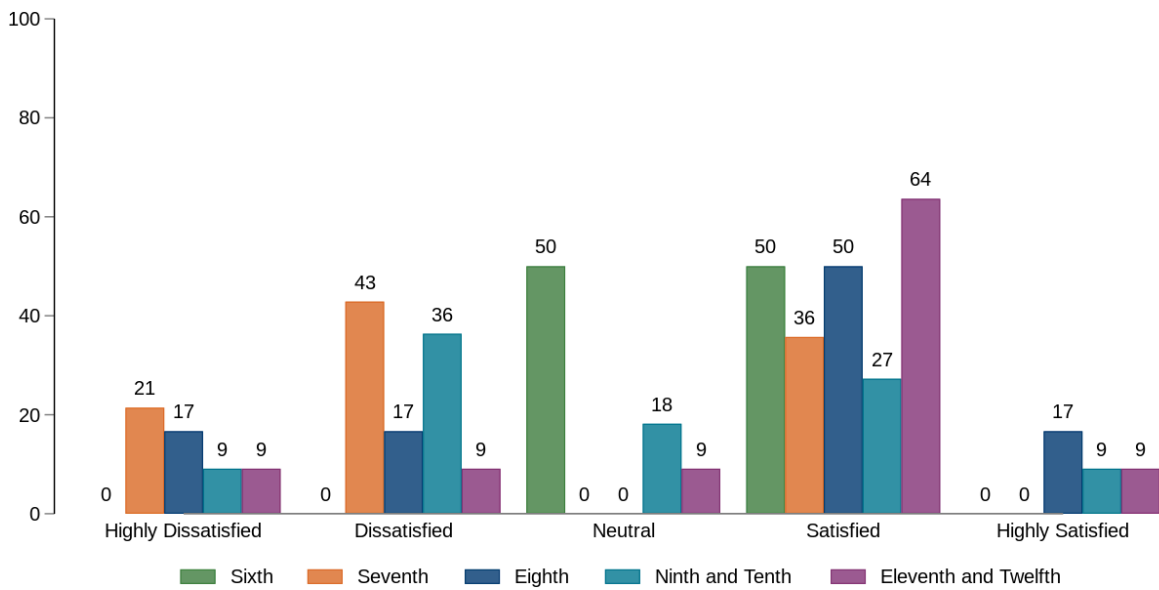
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Ambiguity

The standards are free of ambiguity and confusion.



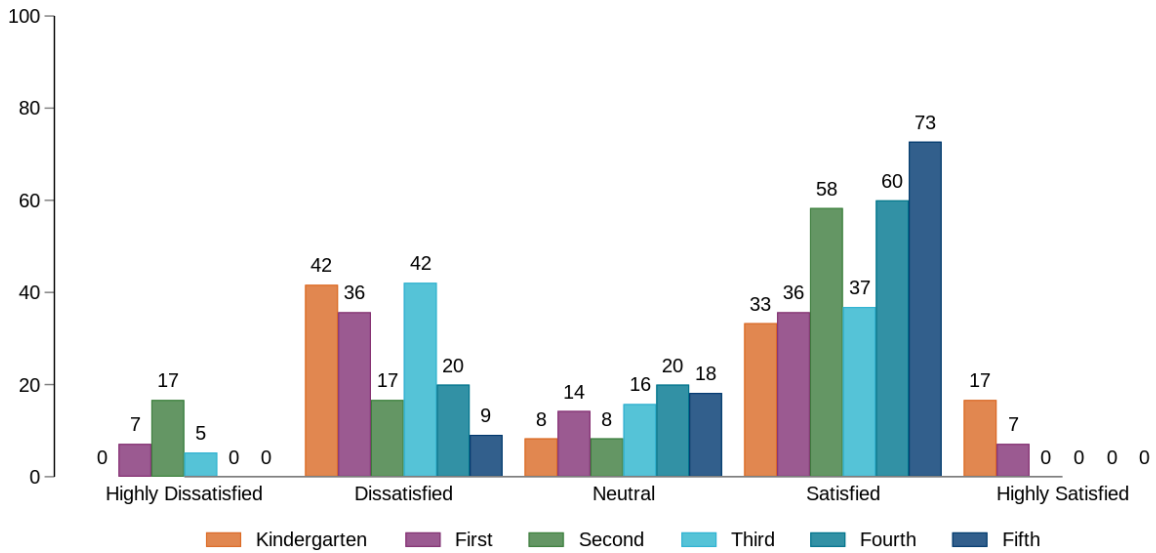
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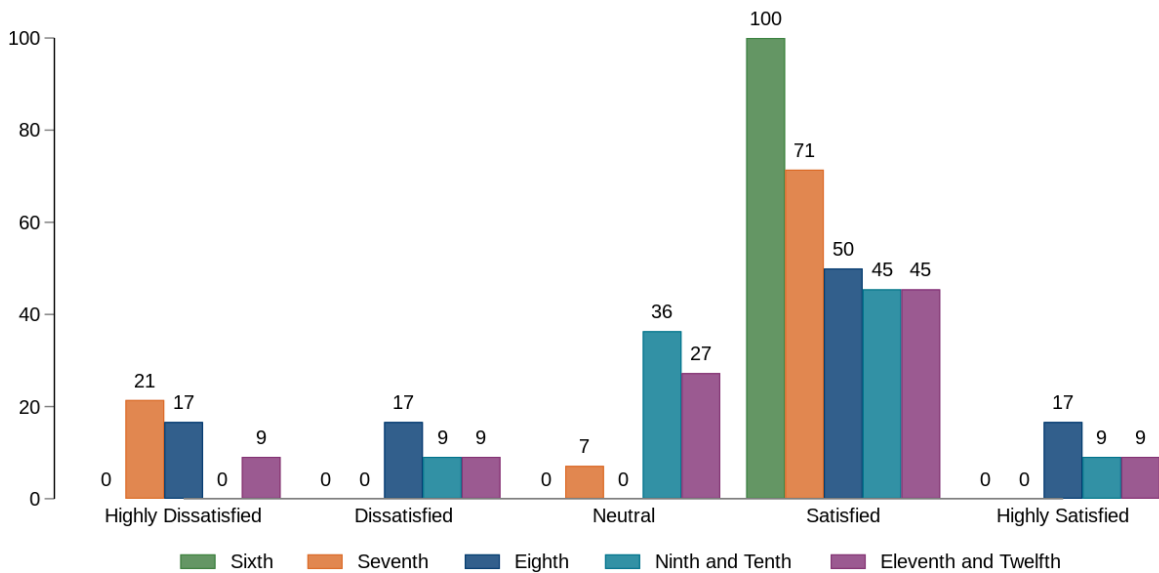
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Student Expectations

The standards are clear statements of what the student should be able to do or understand.



The standards are clear statements of what the student should be able to do or understand.



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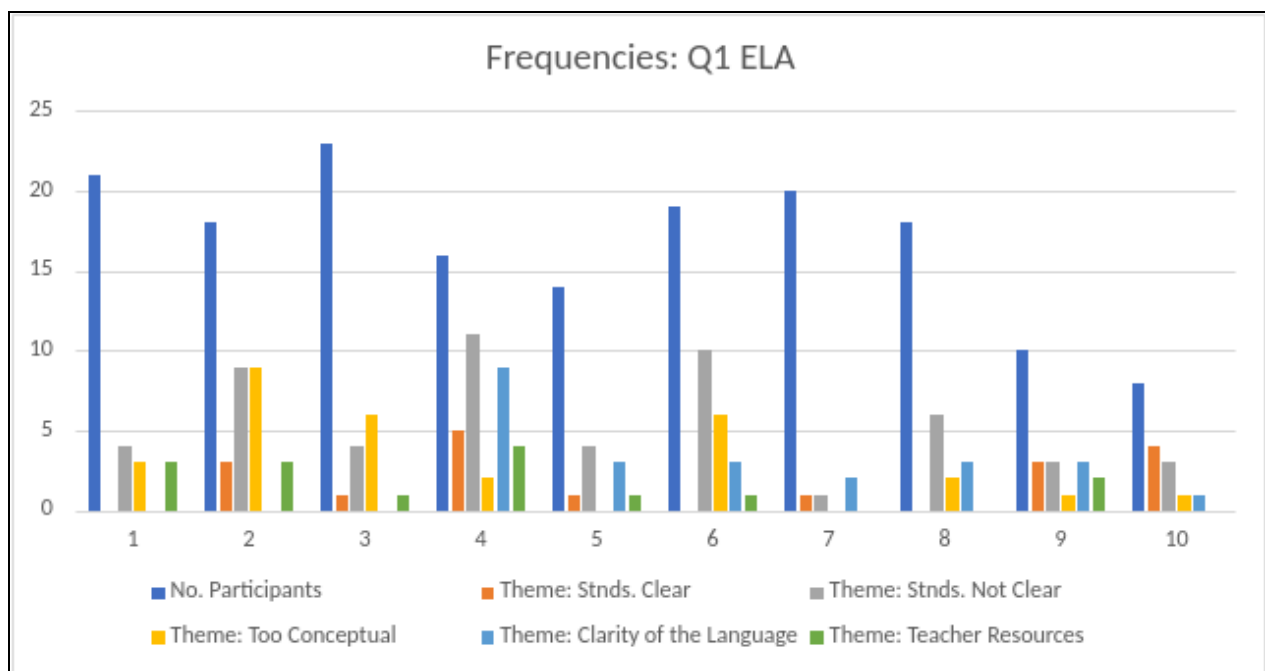
Qualitative Findings via Focus Groups

Eight regional focus groups were held virtually: one for each of the eight State Board regions. Two additional focus groups were held virtually: one for charters and one for Institutes of Higher Education (IHE). Each regional focus group included classroom teachers as well as school and/or district curriculum leaders. In total, 167 individuals participated in the focus groups.

The questions posed for all focus groups were those listed on page 13 of the NC Standard Course of Study Internal Procedures Manual. Graphs in this section are organized in order of the questions posed during the focus groups and indicate common themes in responses among the respondents.

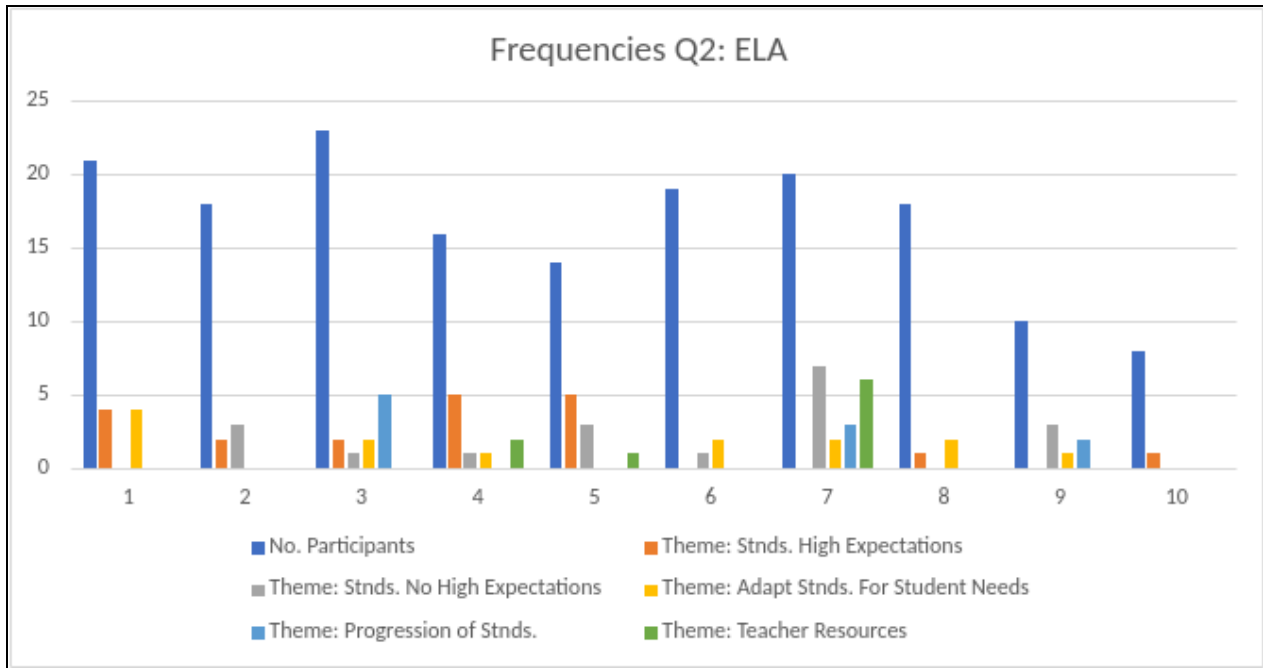
An ATLAS.ti Code book has been provided [in the spreadsheet](#) to assist with defining codes used in categorizing the themes within focus group responses.

Q1: Do the standards make a clear statement of what the student should be able to do or understand?

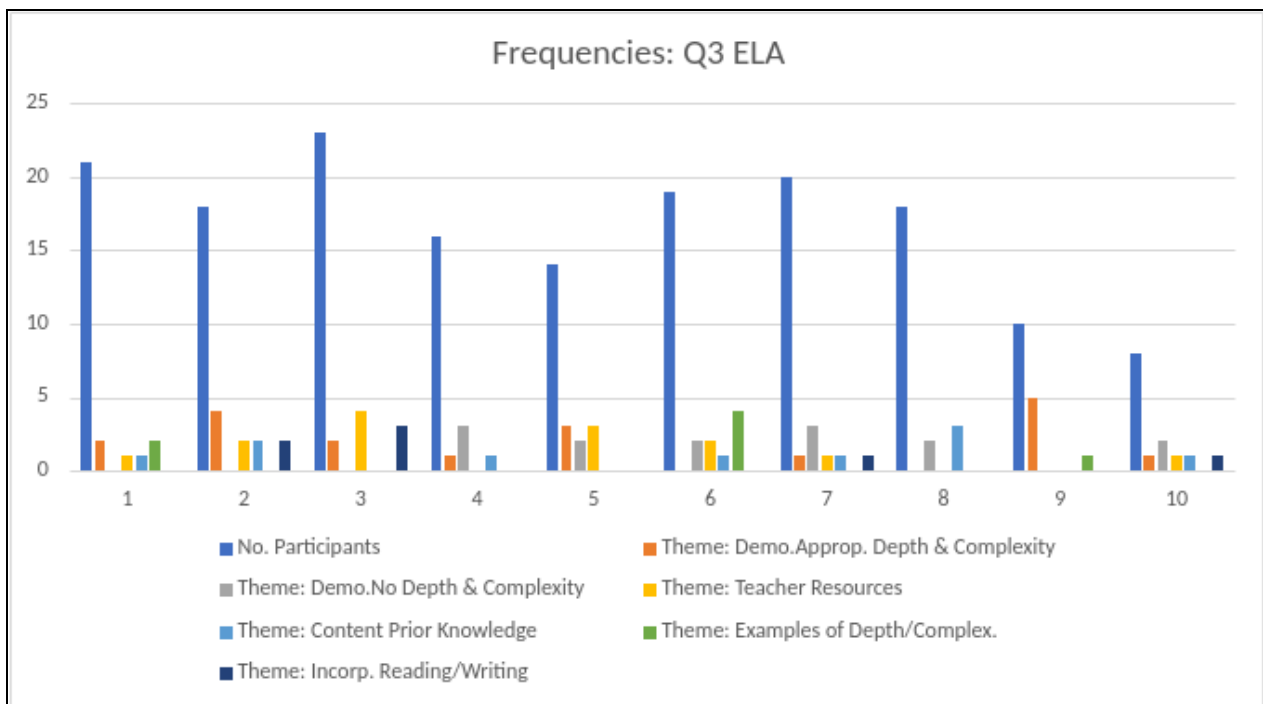


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Q2: Do the standards adhere to high expectations for all students?

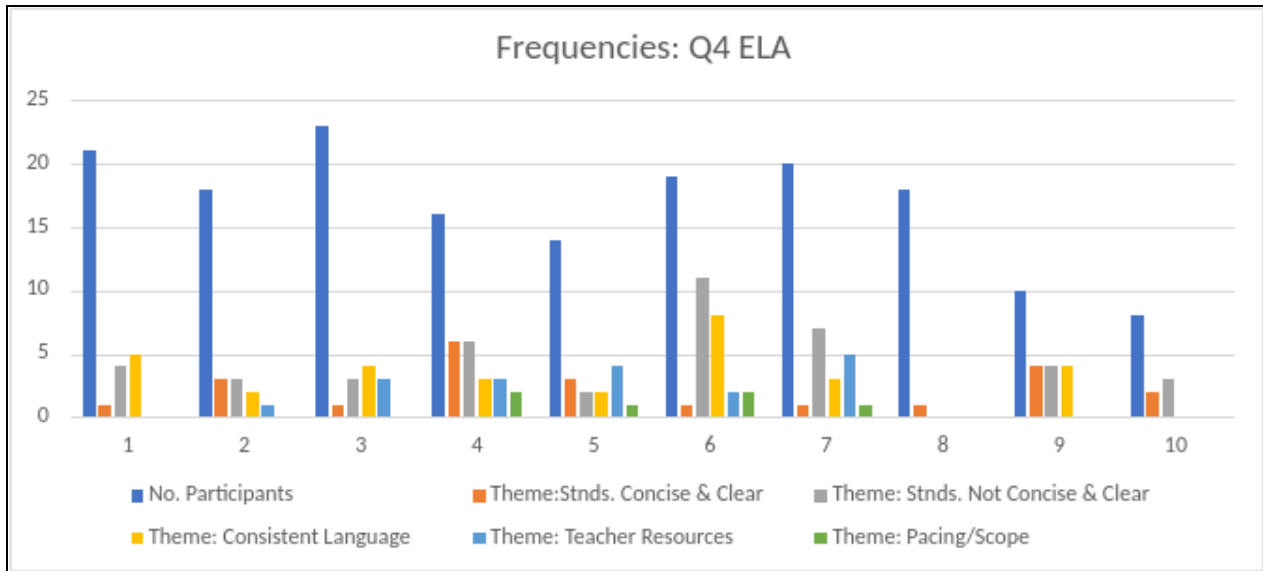


Q3: Do the standards demonstrate appropriate depth and complexity?

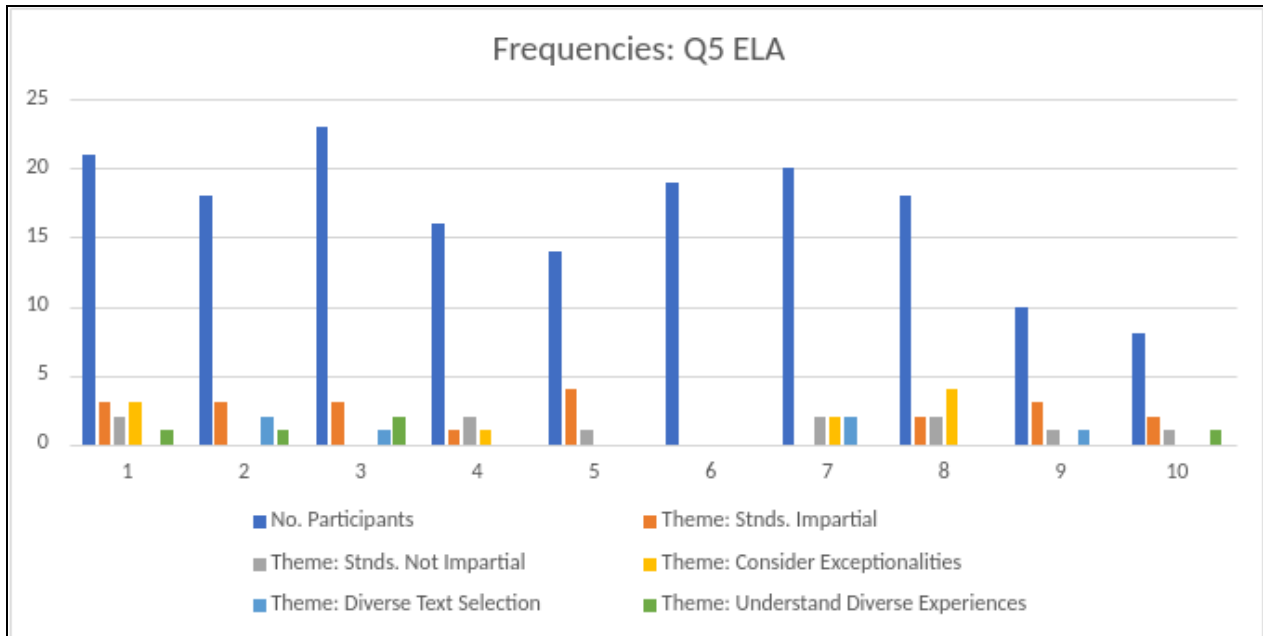


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Q4: Are the standards concise and clearly articulated?

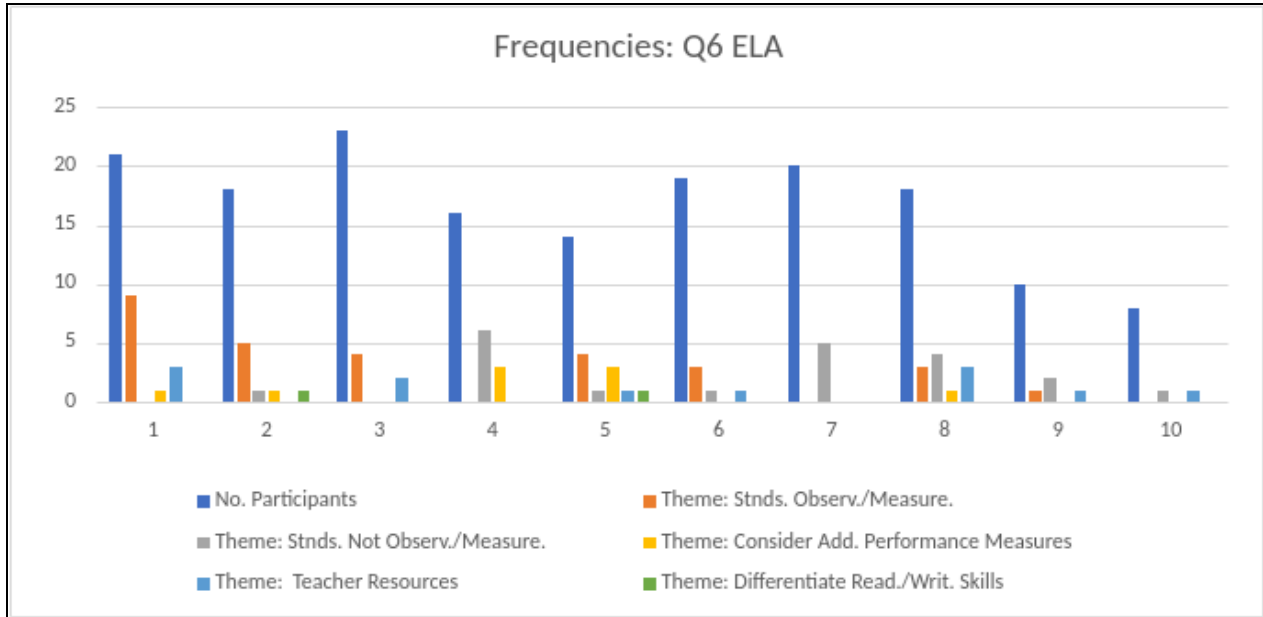


Q5: Are the standards impartial and free of discrimination on the basis of gender, ethnicity, and/or disability?

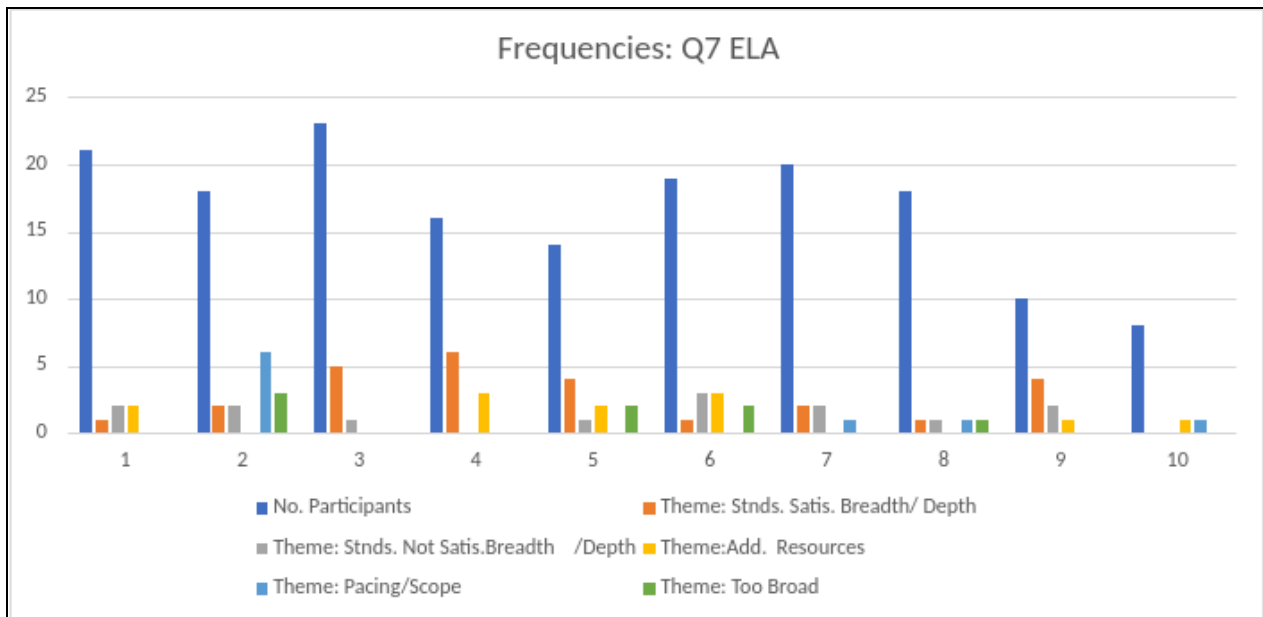


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Q6: Are the standards observable and measurable?

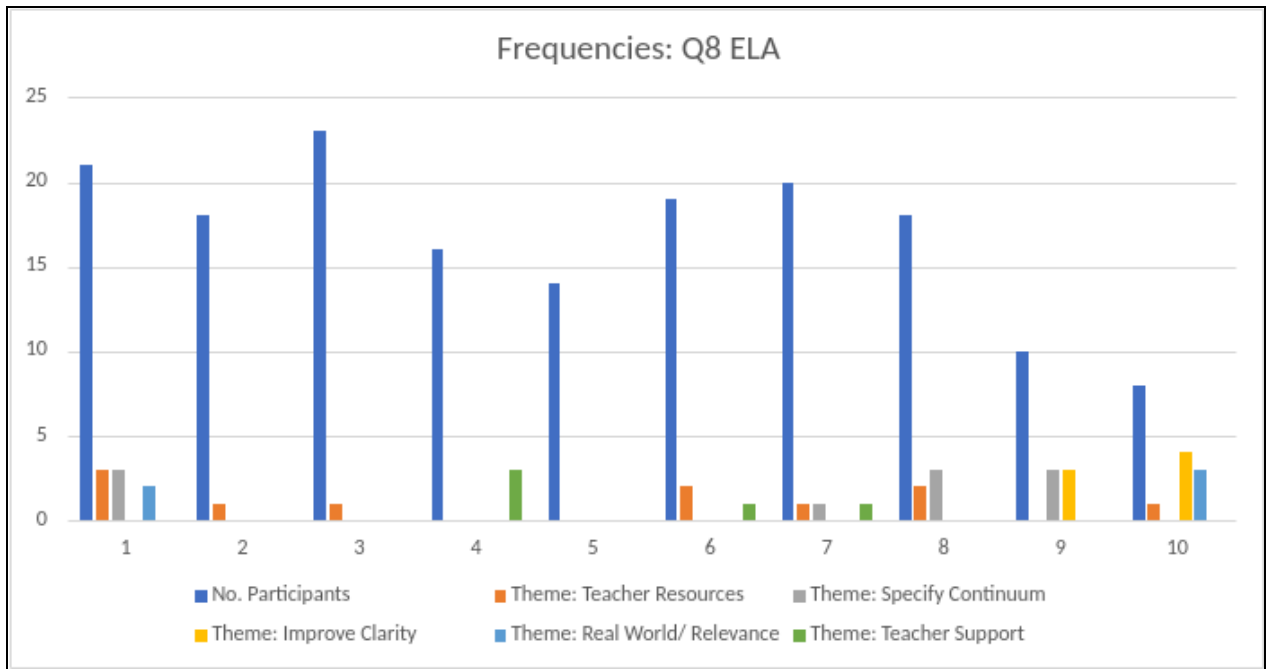


Q7: Describe your level of satisfaction with the breadth and depth of the standards and objectives?



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Q8: Do you have additional thoughts on the standards, based on your role, location, expertise, etc.?



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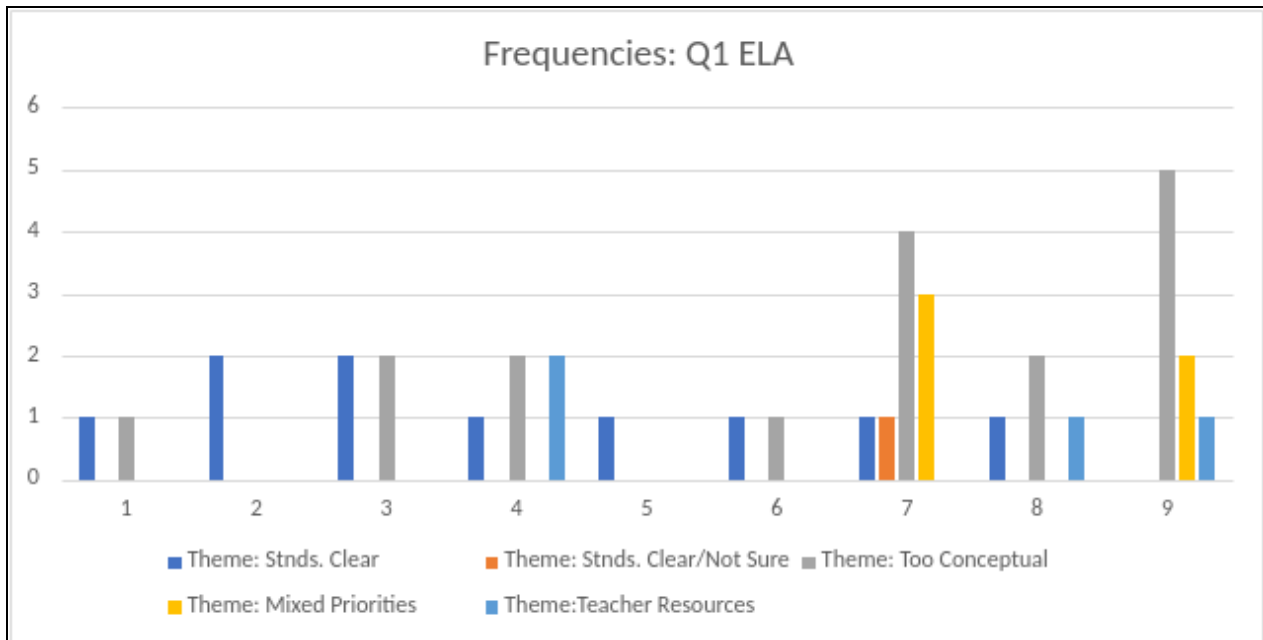
Qualitative Findings via Interviews

Nine (9) Individual interviews were conducted with representatives from a range of stakeholders including Institutions of Higher Education (IHEs), educators, a professional educator organization, an instructional coach, a principal, a parent, and a student.

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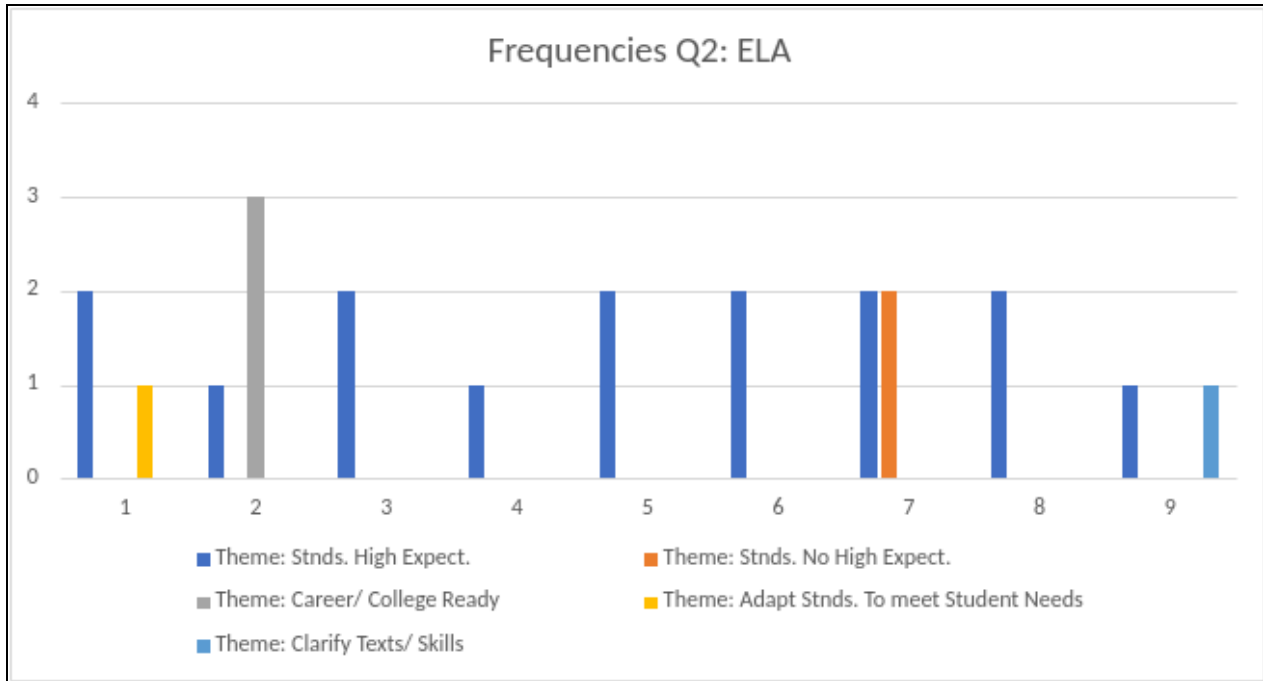
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Q1: Do the standards make a clear statement of what the student should be able to do or understand?

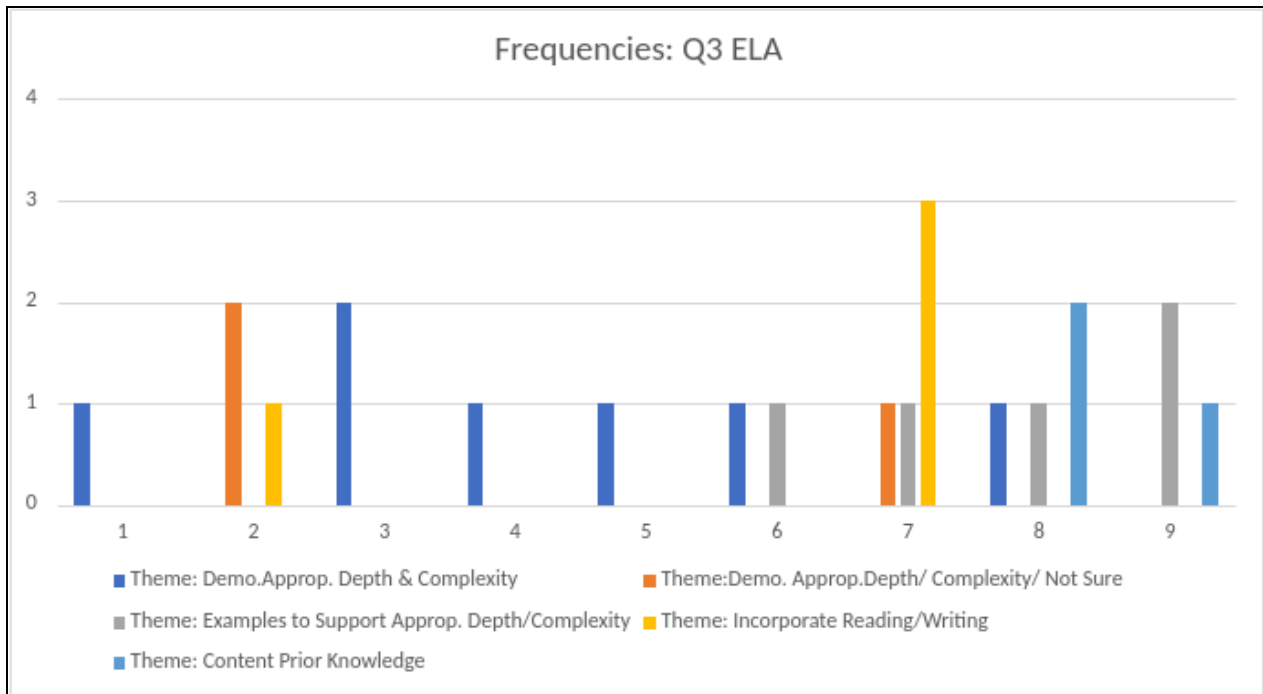


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Q2: Do the standards adhere to high expectations for all students?

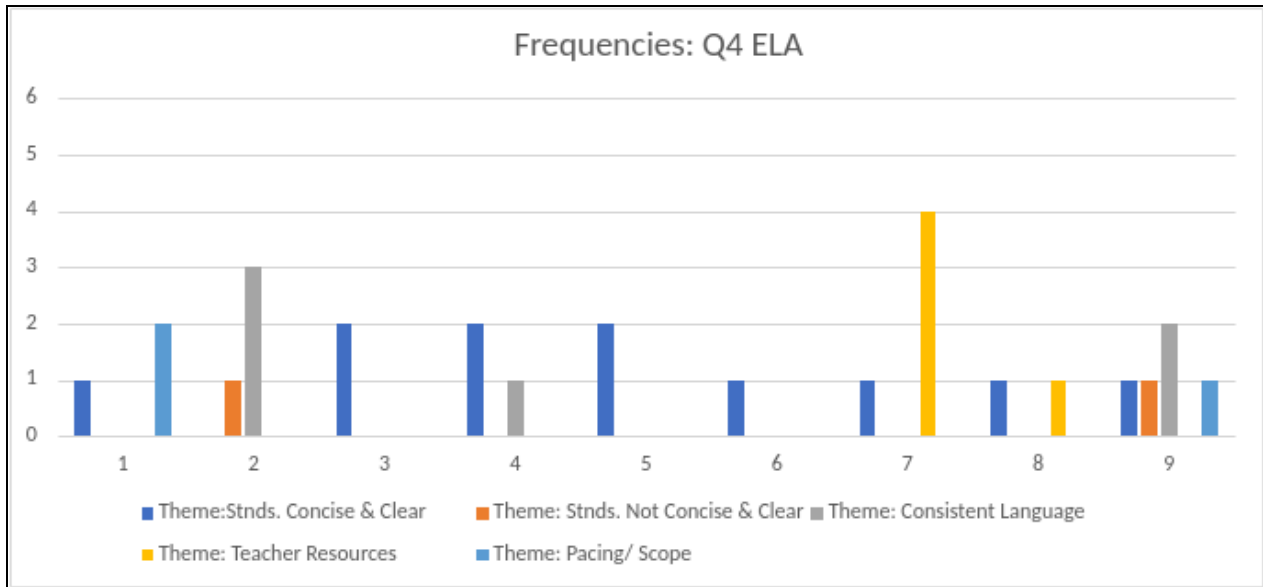


Q3: Do the standards demonstrate appropriate depth and complexity?

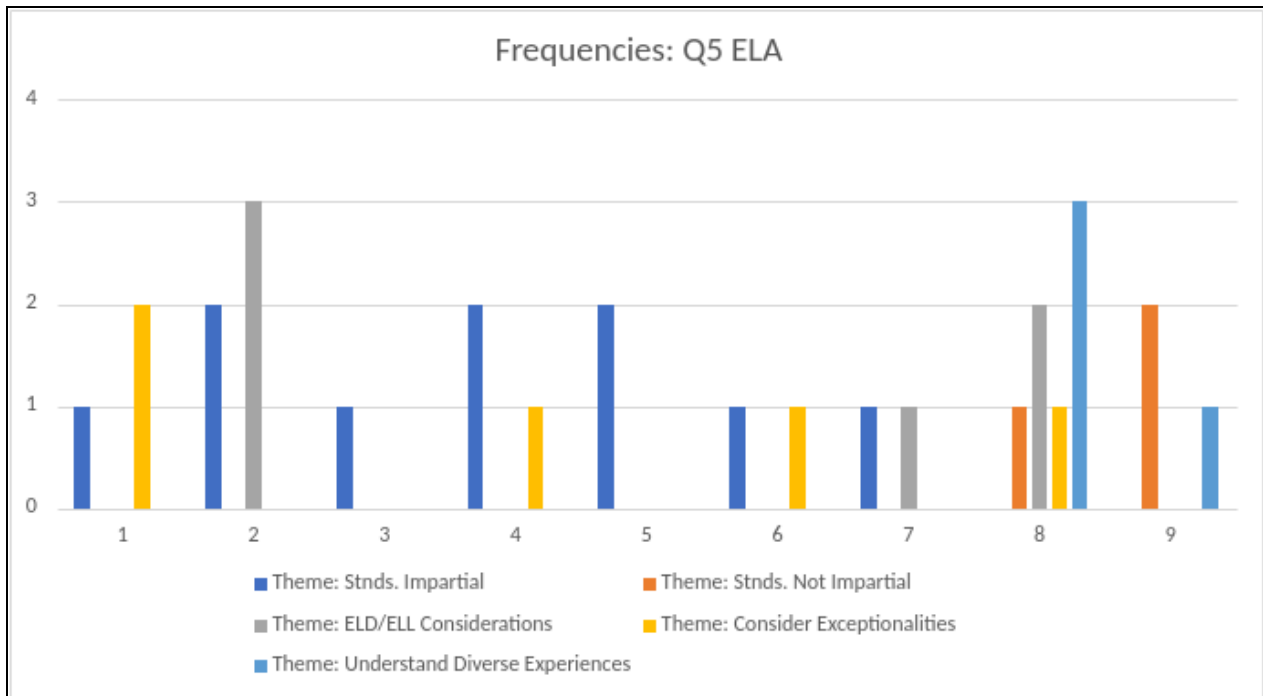


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Q4: Are the standards concise and clearly articulated?

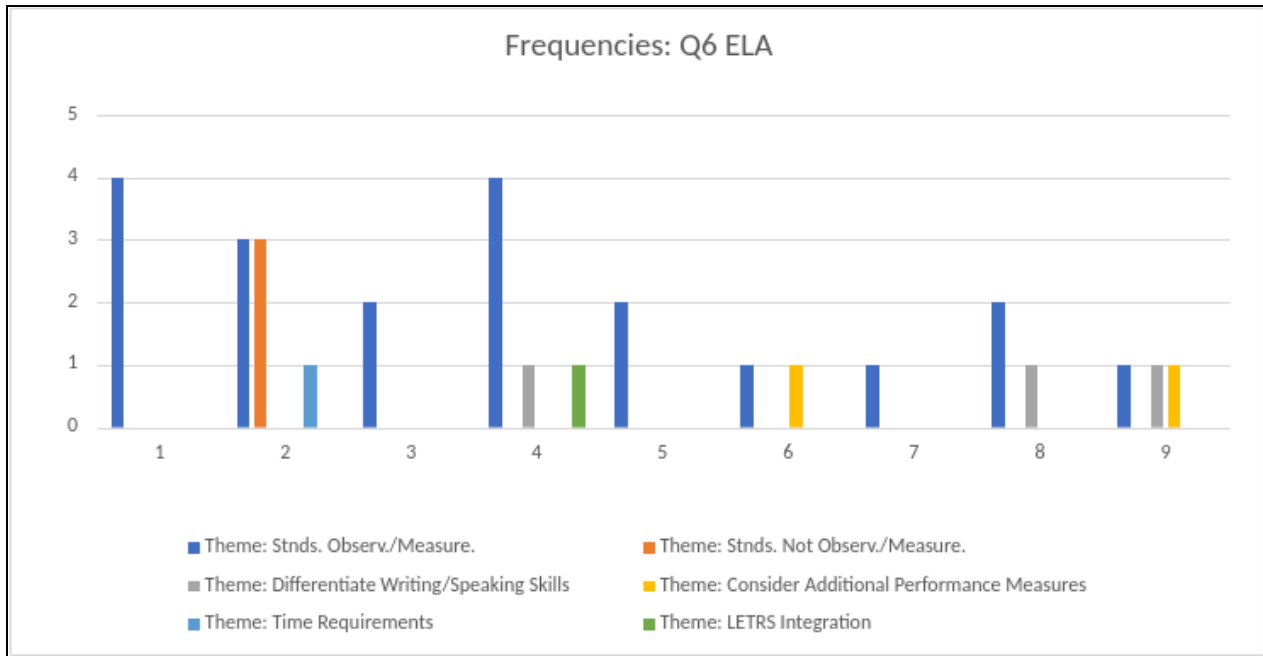


Q5: Are the standards impartial and free of discrimination on the basis of gender, ethnicity, and/or disability?

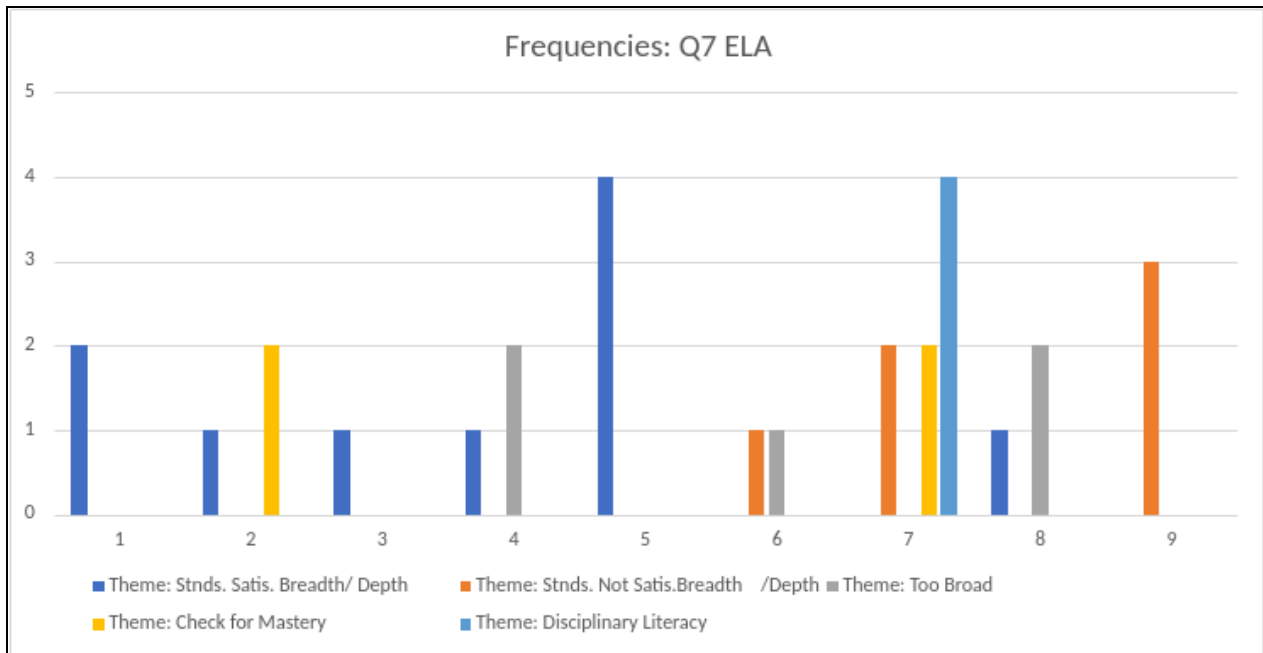


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Q6: Are the standards observable and measurable?

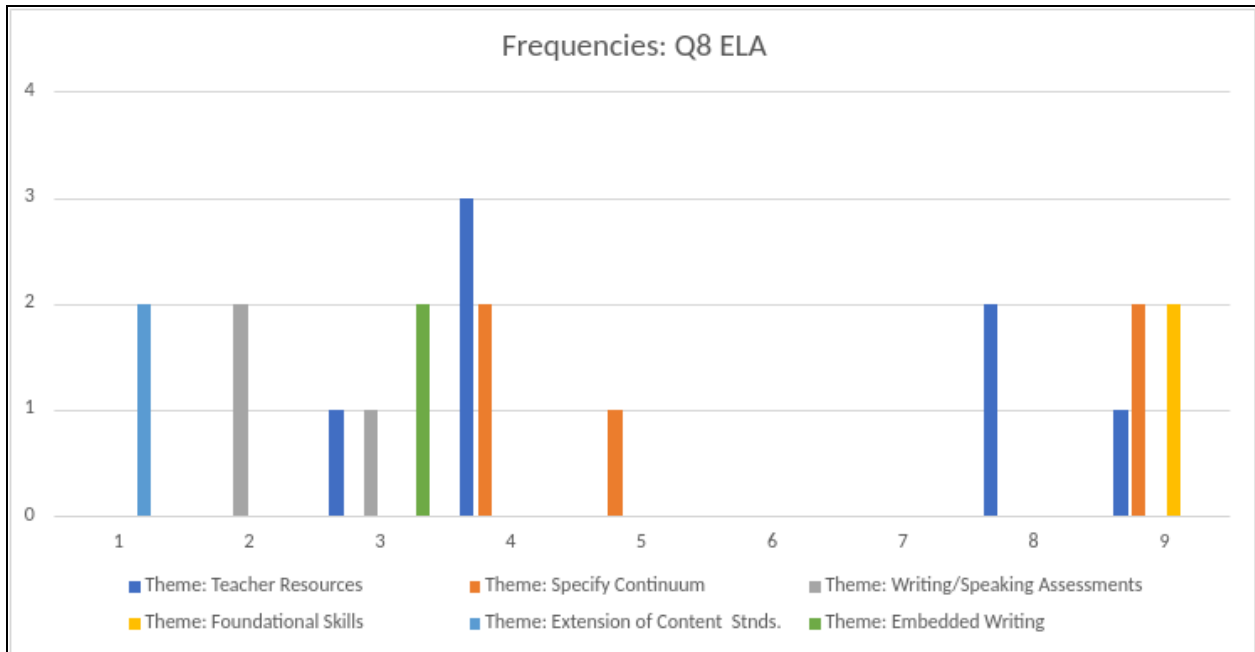


Q7: Describe the level of satisfaction with the breadth and depth of the standards and objectives?



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Q8: Do you have additional thoughts on the standards, based on your role, location, experience, etc.?



Data Report

Conclusions

The following Data Review Committee recommendations provide a high level review of the suggestions made for each standard, within the K-12 ELA Standard Course of Study. The recommendations were completed by the Data Review Committee members after their extensive review of feedback and input for each standard. The specific standard-by-standard suggestions can be found in the next section of this report.

Based on the trends, themes, data, and research provided, members of the Data Review Committee (DRC) completed a standards-by-standards set of recommendations for possible revisions to the K-12 ELA Standard Course of Study. The spreadsheets linked below provide details of their findings organized by grade-span. Within each spreadsheet, the standards for the four strands are listed for each grade level.

For each standard, DRC members provided a conclusion of either “Keep as is,” “Needs minor revisions,” “Needs revisions” or “No longer relevant.” The standard was then also color coded based on the conclusion with “Keep as is” indicated in with no color, “Needs minor revisions” as a yellow, “Needs major revisions” as a red and “No longer relevant” indicated in purple.

In the following columns, DRC members provided information related to the data source(s) that led them to that conclusion, along with related trends within the data and supporting research from the [ELA Standards Research spreadsheet](#).

[K-2](#)

[3-5](#)

[6-8](#)

[9-12](#)

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Data Review Committee Recommendations

Grades K-2

Grades K-2 Overall Themes

Across strands, we identified a number of themes in partners' responses/feedback to the K-2 standards. Prominent themes included:

- A. Requests for more clarity and examples regarding what the standards are calling for students to know and be able to do. For example, sometimes the wording of standards was noted by respondents as being too complex/confusing and there were requests to simplify wording. At other times, respondents noted that additional information was needed in order for practitioners to implement the standards as intended (e.g., clarifying the meaning of "a sustained period of time").
- B. Questions about developmental appropriateness and alignment to current literacy research. This was especially the case for both foundational skills and comprehension standards for kindergarten, though the theme was present across grade levels. Often, respondents made references to "LETRS" or "Science of Reading" and our team has worked to provide connections to current research.
- C. Requests for more specificity about the types and features of instructional texts relevant to particular standards. An example of a frequent request for specificity about text was related to the type and/or features of text for instruction (e.g., "appropriate complexity," "grade-level text complexity," "on-level text," "emergent reader texts," etc.).

Below, we outline K-2 standards across strands that various sources of evidence indicate need minor and/or major revisions when revising the standards. In what follows, we name each of these standards and briefly describe the recommended changes and supporting evidence. Standards that need major revisions are highlighted in red. Standards that need minor revisions are highlighted in yellow.

READING STANDARDS

Reading Foundation Standards

Based on feedback and other sources of evidence, a few of the Reading Foundational Skills Standards across K-2 grade levels need revision. These include RF.4 and RF.5.

RF.K.4, RF.1.4, and RF.2.4

The data suggest that it would be helpful to provide more specific information about each of the specific sound-spelling patterns to teach at each grade level. The data also indicate that it would be helpful to provide more clarity around the components of these standards related to "high-frequency words." Clearly defining "high-frequency words," providing a specific number of high-frequency words, and/or identifying a specific list of high-frequency words would help practitioners better understand how to address this standard. Other sets of recently revised

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state standards (e.g., Oklahoma, Nebraska) provide examples that may help to address this feedback.

RF.K.5, RF.1.5, and RF.2.5

For the kindergarten standard, many respondents requested changing the wording of the standard to eliminate or clarify the meaning of the phrase “emergent-reader texts.” Many responses requested that “decodable texts,” specifically, be referenced within this kindergarten standard. Respondents also requested clarification and/or removal of the phrase “on-level text,” with many respondents also requesting a reference to “decodable text” in the first-grade standards. Importantly, supporting research indicates that decodability is an important feature of early reading texts because it increases the likelihood that students will apply decoding skills (Cheatham et al., 2012). Importantly, using *both* decodable and non-decodable texts in early reading instruction benefits students’ word reading outcomes (Pugh et al., 2023). Recently revised standards from other states provide additional options for describing text types within the foundational skills standards. For example, the Nebraska standards reference reading “regularly- and irregularly-spelled words in isolation and in context” in kindergarten. Oklahoma calls for students to read “grade-level” text in their fluency standards, which is relevant to the current RF.1.5 and RF.2.5.

Reading for Literature Standards

Based on feedback and other sources of evidence, a few of the Reading Literature Standards across K-2 grade levels need revision. These include RL.2, RL.4, RL.5, RL.6, and RL.10.

RL.1.2 and RL.2.2

Data indicate that it would be helpful to include the word “theme” in the RL.1.2 and RL.2.2 standard to support vertical alignment. For example, instead of calling for students to identify the “central message, lesson, or moral,” these standards might call for students to identify the “central message or theme.”

RL.K.4, RL.1.4, and RL.2.4

Overall, data indicate that the wording of these standards is confusing and needs to be clarified. Specifically, while data indicate that identifying the meaning and impact/effect of words and phrases in literary text is appropriate, there were questions about the focus on words that “suggest feelings or appeal to the senses” (Grades K-1) and “supply rhythm” (Grades 5). Other recently revised state standards provide examples of how these might be revised and/or clarified (e.g., the Nebraska Vocabulary standards).

RL.K.5

A high percentage of survey respondents indicated that this kindergarten standard should be changed or removed. Specific suggestions were focused on a need to clarify the wording of the standard and to provide more specificity and examples, such as providing the specific text types or genres that kindergarten students should be taught to recognize. Other recently

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revised state standards provide comparable examples that could be helpful to reference in revising this standard.

RL.2.6

For this standard, data suggest that it would be helpful to remove the phrase, “including by speaking in a different voice for each character when reading dialogue aloud.” This standard would be more clear if the focus on comparing characters’ points of view is maintained as the focus. A reference to “speaking in a different voice for each character when reading dialogue aloud could still be included in an unpacking document but is not needed in the standard itself. Of note and for consideration, other recently revised standards include a focus on identifying whether a literary text is narrated in first- or third-person point of view (i.e., Oklahoma).

RL.1.10 and RL.2.10

Based on data, a high proportion of respondents reported that these standards should be changed or removed. A common theme was the request for clarification around the meaning of “text complexity” and expectations around “sustained periods of time” for each grade level.

Reading for Information Standards

Based on feedback and other sources of evidence, a few of the Reading Informational Text Standards across K-2 grade levels need revision. These include RI.3, RI.5, RI.7, and RI.10.

RI.K.3, RI.1.3, and RI.2.3

According to the data, a high proportion of survey respondents (ranging from 20% to 34% depending on the group and grade level surveyed) recommended changing or removing this standard. Feedback included that, as written, this strand of standards is unclear and, therefore, difficult to measure. In revising this standard, it will be important to clarify what is meant by “connection.” For example, is this a cause-and-effect connection, similarities/differences, a sequence connection, a relationship, or some other type of connection? Recently revised standards from other states offer examples of revisions to this standard (e.g., Nebraska LA.K.RI.2 *With prompting and support, identify key individuals, events, or pieces of information in an informational text* AND LA.3.RI.2 *Explain the relationship between individuals, historical events, scientific ideas, or concepts, or steps in a process*).

RI.K.5

Based on the data, some survey respondents recommended modifying this standard. Some of these respondents recommended that this should be a foundational skills standard if it remains as currently written. Some other recently revised state standards have moved this skill to Print Concepts standards (i.e., Oklahoma K.2.PC.2 *Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book*). Another option is to tighten the vertical alignment of this standard to RI.1.5 and RI.2.5, both of which are written to focus on informational text features. A recently revised set of state

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standards provides an example of this approach to revision (i.e., LA.K.RI.4 *With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text*).

RI.K.7

General survey responses indicate dissatisfaction with the fact that not all informational texts have illustrations and the fact that multiple other states standards (i.e., Oklahoma and Nebraska) do not have this standard, we recommend adding a substandard in the current RI.K.6 strand at the kindergarten level. One possible way to design standard RI.K.6 so that it includes RI.K.7, is "RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text." with a substandard of "With prompting and support, describe how the words and illustrations work together to provide information."

RI.1.7

General survey responses indicate dissatisfaction with this standard and state it is an extension of RI.1.6 and the fact that multiple other states standards (i.e., Oklahoma and Nebraska) do not have this standard, we recommend adding a substandard in the current RI.K.6 strand at the 1st grade level. One possible way to design standard RI.1.6 so that it includes RI.1.7, is "RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text." with a substandard of "RI.1.7 Use the illustrations and details in a text to describe its key ideas."

RI.2.7

General survey responses indicate dissatisfaction with this standard, and they recommended changing wording of illustrations to text features, state it should be a substandard of RI.2.5 instead of a separate standard, and the fact that multiple other states standards (i.e., Oklahoma and Nebraska) do not have this standard, we recommend either adding a substandard in the current RI.2.5 strand at the 2nd grade level or change the wording of this standard. One possible way to design standard RI.2.5 so that it includes RI.2.7, is "RI.2.5 RI.2.5 Know and use various text features to locate key facts or information in a text efficiently." with a substandard of "Explain how specific text features contribute to and clarify a text"; or rewrite standard RI.2.7 to read, "Explain how specific text features contribute to and clarify a text."

RI.K.8

Based on the inclusion of a version of this standard and multiple other states' standards (i.e., Mississippi, Maine, and Colorado) and general survey responses that indicate dissatisfaction with the level of rigor and vertical progression of the kindergarten standards, we recommend adding a standard in the current RI.8 strand at the kindergarten level. One possible way to design this standard so that it is included, demonstrates an appropriate level of rigor, and reasonably progresses across grades is to design this standard so that it builds toward the current RI.1.8 With guidance and support, identify the reasons an author gives to support

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ideas in a text. For example, RI.K.8 might call for students to, “With guidance and support, identify an authors’ idea/opinion in a text.”

RI.1.10 and RI.2.10

Based on data, a high proportion of respondents reported that these standards should be changed or removed. A common theme was the request for clarification around the meaning of “text complexity” and expectations around “sustained periods of time” for each grade level.

WRITING STANDARDS

Based on feedback and other sources of evidence, a few of the Writing Standards across K-2 grade levels need revision. These include W.1, W.2, W.3, and W.4, especially for the kindergarten standards.

W.K.1

Based on data, a high number of respondents (31% of All Stakeholder respondents, 22% of PSU respondents) recommended revising this standard. Recommendations include simplifying and clarifying the standard. In particular, data indicated that it would be helpful to clarify expectations for length of opinion writing at the kindergarten level, specifying that the standard should call for students to compose “sentences” vs. “pieces.” Other recently revised state standards provide examples of simplified versions of this standard (e.g., Nebraska).

W.K.2

Based on data, it would be helpful to simplify and clarify this standard. In particular, data indicated that it would be helpful to clarify expectations for length of informative/explanatory writing at the kindergarten level, specifying that the standard should call for students to compose “sentences” vs. “pieces.” Other recently revised state standards provide examples of simplified versions of this standard (e.g., Nebraska).

W.K.3

Based on data, it would be helpful to simplify and clarify this standard. In particular, data indicated that it would be helpful to clarify expectations for length of narrative writing at the kindergarten level, specifying that the standard should call for students to compose “sentences” vs. “pieces.” Other recently revised state standards provide examples of simplified versions of this standard (e.g., Nebraska).

W.K.4, W.1.4, and W.2.4

Across grade levels, the data suggest that this set of standards would benefit from clarifying the meaning of “digital tools” and from providing examples of digital tools that are relevant to these standards. It’s also possible that these standards (as suggested by some respondents) could be incorporated into other Writing Standards (e.g., W.1, W.2, and W.3), as part of the writing process, which is consistent with the approach of some of the other recently revised state standards (e.g., Nebraska).

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SPEAKING AND LISTENING STANDARDS

Based on feedback and other sources of evidence, the K-2 Speaking and Listening Standards only require limited revision.

SL.2.5

Based on data, a high proportion of All Stakeholder and PSU survey respondents recommended changing this standard. This standard should be revised to bring into vertical alignment with SL.K.5 and SL.1.5, which focus on adding drawings or visual displays to provide additional detail and/or to clarify ideas. One recommendation is to remove the reference to creating “audio recordings” and expand multimedia options that can complement drawings and other visual displays.

LANGUAGE STANDARDS

A rationale can be made for keeping most of the K-2 Language Standards “as is” based on the data reviewed (e.g., survey responses from “All Stakeholders” and “PSUs”). For example, across the Language Standards strand for all three grade levels, only small percentages of respondents to the surveys recommended changing or removing individual Language Standards (i.e., ranging from 5% to 35%). However, some responder feedback, paired with other recently revised state standards and related literacy research provides evidence that could support a rationale for integrating the current K-2 Language Standards within other standards strands, including reading, writing, and speaking and listening. As one example, across grades K-2, the L.2 standards include a focus on spelling, which could potentially be included in the RF.4 standards to highlight the relationships between decoding (reading)/encoding (spelling) in phonics instruction. Potentially, high-level revisions to the Language Standards could also include creating a new strand, specifically focused on vocabulary learning (See revised Nebraska standards for examples of this). Importantly, this does not necessarily mean that the individual Language Standards need to change; however, it could involve moving some of these standards into other ELA standard strands, depending on vertical alignment with middle- and high-school grades revisions.

L.K.3

Based on the inclusion of a version of this standard in other state standards’ documents (i.e., Maine) and general survey responses that indicate dissatisfaction with the level of rigor and vertical progression of the kindergarten standards, we recommend adding a standard in the current L.3 strand at the kindergarten level. As an example, Maine attends to vertical progression with their comparable standard by limiting “writing, speaking, reading, or listening” to “speaking and listening” *only* in kindergarten. Another possibility for attending to vertical progression could be to include the phrase, “With prompting and support...” As such, a new L.K.3 standard might be phrased similar to the following to begin and then appropriately progress (in later grades): “With prompting and support, use knowledge of language and its conventions when speaking or listening.”

L.1.3

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Based on the inclusion of a version of this standard in other state standards' documents (i.e., Maine) and general survey responses that indicate dissatisfaction with the level of rigor and vertical progression of the first-grade standards, we recommend adding a standard in the current L.3 strand at the first-grade level. This is consistent with our recommendation to add a standard in this strand at the kindergarten level. As an example, Maine attends to vertical progression with their comparable standard by broadening the focus on "speaking and listening" in kindergarten to "writing, speaking, reading, and listening" in first grade, but without including additional subcomponents to this standard, which begin in second grade. Another possibility for attending to vertical progression could be to include the phrase "With prompting and support..." As such, a new L.1.3 standard might be phrased similar to the following in first grade to build on kindergarten and bridge to second grade: "With prompting and support, use knowledge of language and its conventions when writing, speaking, reading, or listening."

Grades 3-5

Grades 3-5 Overall Themes

Across strands, we identified a number of themes in partners' responses/feedback to the grades 3-5 standards. Prominent themes included:

- A. Requests for more clarity and examples regarding what the standards are calling for students to know and be able to do. For example, sometimes the wording of standards was noted by respondents as being too complex/confusing and there were requests to simplify wording. At other times, respondents noted that additional information was needed in order for practitioners to implement the standards as intended (e.g., clarifying the meaning of "a sustained period of time"). Additionally, there were some recommendations to separate single standards into two distinct standards.
- B. Questions about developmental appropriateness, alignment to current literacy research, or the general relevance of certain skills. This theme was present across grade levels. Often, respondents made reference to "LETRS" when questioning whether a particular standard was appropriate/appropriately worded. Our team has worked to provide connections to current research. Additionally, there was a consistent call, across grade levels to remove the requirement for students to write in "cursive."
- C. Requests for more specificity about the types and features of instructional texts relevant to particular standards. An example of a frequent request for specificity about text was related to the type and/or features of text for instruction (e.g., "appropriate complexity," "grade-level text complexity," etc.).

Below, we outline grade 3-5 standards across strands that various sources of evidence indicate need minor and/or major revisions when revising the standards. In what follows, we name each of these standards and provide a brief description of the recommended changes and supporting evidence. Standards that need major revisions are highlighted in red. Standards that need minor revisions are highlighted in yellow.

READING STANDARDS

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Reading Foundation Standards

RF.3.2, RF.4.2, RF.5.2

Based on the data, high proportions of respondents recommend removing requirements for students to write in “cursive” from these standards. Although the Back to Basics House Bill 146 requires students to write in legible cursive by the end of 5th grade, many of those surveyed would like to see this requirement removed from the ELA standards. Additionally, although there are multiple syntheses of research that provide evidence to support the importance of handwriting instruction for writing development (i.e., improving legibility, quality, length, and writing fluency) (i.e., Feng et al., 2019; Lopenz-Escribano et al., 2022; Santangelo & Graham, 2016), we are not aware of any research that has identified learning benefits related to cursive writing instruction. An additional recommendation for revising this standard included replacing “cursive” with “keyboarding/typing skills” because of the prominent use of digital tools and word processing for writing in grades 3-5 classrooms. Recently revised standards from other states provide examples of what these revisions might look like. For example, the Oklahoma Writing Standards include a standard that is similar to the current RF.2 standards, with cursive as an option (but not required), and typing as an option (e.g., *5.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose*).

RF.3.5, RF.4.5, RF.5.5

The data suggest that there is a need to clarify and simplify this set of fluency standards. Although only small proportions of respondents indicated that this standard should be changed or removed, the feedback on these standards connected to a common theme across recommendations to clarify the meaning of “on-level text” and to consider another word/phrase to more clearly describe what this means. For example, other recently revised state standards use the phrase “grade-level text” (e.g., Oklahoma). A few respondents raised concerns about the inclusion of the statement, “Use context to confirm or self-correct word recognition,” based on recent NC legislation that refers to the use of “context” while reading. Recently revised state standards from other states provide examples of how these issues might be resolved. For example, the Oklahoma state standards include two fluency-focused standards for each of grades 3-5 (e.g., *3.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity*. *3.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension*).

Reading for Literature Standards

RL.3.2, RL.4.2, and RL.5.2

Based on the data, respondents recommended separating “Recount”/“Summarize” and determining the “theme” of a literary text into two separate standards to clarify and simplify this set. Several other recently revised state standards provide examples of how this standard could be broken down into multiple components. For example, the revised Florida standards include ELA.5.R.1.2 *Explain the development of stated or implied theme(s) throughout a*

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literary text AND ELA.5.R.3.2 *Summarize a text to enhance comprehension: (a) include plot and theme for a literary text.* Similarly, the revised Oklahoma standards include 5.2.R.3 *Students will summarize and sequence the important events of a story* AND 5.3.R.3 *Students will determine how literary elements contribute to the meaning of a literary text: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict, theme.* Specifically for grade 3 (RL.3.2), consider changing “central message” to “theme” or including “theme” in the standard statement for the purpose of vertical alignment (this was also a recommended change for the K-2 standards related to this set). For example, RL.3.2 might read, “determine the central message or theme” to provide a bridge to the grade 4 standard, which does not include the phrase “central message.”

RL.5.5

Based on the data, this standard would benefit from revisions to clarify the wording/meaning of the standard, with a clear emphasis on literary text structure. One possible approach to this would be to revise the wording of the standard to better vertically align and serve as an explicit bridge between RL.4.5 and RL.6.5. For example, RL.5.5 currently calls for students to “Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem,” whereas RL.6.5 calls for students to “Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.” By replacing “provide the overall structure of” with “fits into the overall structure of,” in RL.5.5, this standard would more tightly align with and build toward the middle school RL.5 standards.

RL.4.7 and RL.5.7

Based on the data, high proportions of respondents recommended changing/removing these standards. Although there were high levels of dissatisfaction with these two standards, there were few suggestions in the data regarding what would constitute helpful revision beyond general suggestions to simplify and clarify the wording of these standards. These suggestions reflect quantitative findings from the General Survey, especially those for Grade 4. For example, only 60% of respondents reported that the 4th grade standards made clear statements of what students should be able to do or understand, only 30% reported that the standards were free of ambiguity or confusion, and only 60% reported that the standards progress appropriately across grade levels. Thus, one possible approach to revising these standards is considering both the clarity of the wording and vertical alignment. For example, while RL.4.7 is closely aligned to RL.6.7 (and the other related middle grade standards for RL.7), RL.5.7 is more closely aligned to RL.3.7 (and the K-2 RL.7 standards). Vertical alignment could be strengthened by swapping RL.4.7 and RL.5.7. This would provide a clear transition from understanding and analyzing how visual and multimedia elements contribute to the meaning of literary text in grades K-4 to connecting/comparing print and multimodal/multimedia presentations of literary text in grades 5-8.

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RL.3.10, RL.4.10, and RL.5.10

Based on data, a high proportion of respondents reported that these standards should be changed or removed. A common theme was the request for clarification around the meaning of “text complexity” and expectations around “sustained periods of time” for each grade level.

Reading for Information Standards

RI.4.2 and RI.5.2

Based on the data, it could be helpful to clarify and simplify these standards by breaking them into two components that separate determining the main idea and key details of an informational text and summarizing the text. Specifically for the grade 5 standard, a number of respondents recommended revising the wording of the standard (i.e., “Determine two or more main ideas...”), recommending instead that the standard call for students to “Determine one or more main ideas of a text” because there is not always more than one main idea in an informational text. Other recently revised state standards provide examples of how to both separate the components of these standards into multiple standards and eliminate the requirement to identify “two or more main ideas” in 5th grade. For example, the comparable Oklahoma standards in 5th grade call for: 5.2.R.1 *Students will explain how key details support the main idea of a text.* 5.2.R.4 *Students will summarize facts and details from an informational text.*

RI.3.7, RI.4.7, and RI.5.7

Based on the data, high proportions of respondents recommended changing/removing these standards (especially for grades 4 and 5). Although there were high levels of dissatisfaction with these two standards, there were few suggestions in the data regarding what would constitute helpful revision beyond general suggestions to simplify and clarify the wording of these standards. Similar to the grades K-2 recommendations for revising the RI.7 standards, recommendations for the 3-5 grade band suggested that this standard (across grades) could be revised for clarity or incorporated into other standards, such as the RI.5 and/or RI.6 standards focused on text features. Also to enhance clarity, some respondents recommended identifying examples of specific text features students should be familiar with and/or use to support their understanding of informational text at each grade level (e.g., diagrams, graphs, tables, in addition to illustrations).

RI.3.8

Based on data, this standard should be revised for clarity. A high proportion of respondents reported dissatisfaction with this standard, with many respondents questioning the developmental appropriateness of this standard. Based on our analysis of the data, this could be due to misalignment of this standard within the vertical progression of the RI.8 standards across the elementary grades. Specifically, this is the only RI.8 standard that does not focus on students developing an understanding of how authors use reasons and evidence to support their ideas/points in a text. This conclusion is further supported by the General Survey results for grade 3. For example, only 37% of respondents reported that the 3rd grade

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standards made clear statements of what students should be able to do or understand, only 37% of respondents reported that the standards were free of ambiguity and confusion, and only 21% of respondents reported that the standards progress appropriately across grades and/or courses. To address the vertical alignment issue with this standard, it would be helpful to revise this standard to focus consistently on the skill(s) targeted within the other K-5 RI.8 standards (identifying and describing how authors use reasons and evidence to support ideas or points in informational text). These adjustments would also help resolve issues with the clarity of this standard and with teachers' ability to assess this standard.

RI.5.9

The data reviewed suggest that it would be helpful to simplify this standard. Specifically, respondents raised questions about the developmental appropriateness of this standard. For example, respondents suggested revising the phrase "several texts" to "two or more sources," "three or more sources," or "at least three sources," to provide specificity.

RI.3.10, RI.4.10, and RI.5.10

Based on data, a high proportion of respondents reported that these standards should be changed or removed. A common theme was the request for clarification around the meaning of "text complexity" and expectations around "sustained periods of time" for each grade level.

WRITING STANDARDS

Overall, the data suggest that surveyed and interviewed respondents were satisfied with the current Writing Standards for the 3-5 grade band.

SPEAKING AND LISTENING STANDARDS

SL3.5, SL4.5, and SL5.5

Based on data, a high proportion of All Stakeholder and PSU survey respondents recommended changing this set of standards. The primary recommendation is to remove the reference to creating "audio recordings" and expand multimedia options. One of the recently revised Oklahoma Writing Standards provides a helpful example that could guide/inform the revision of this set of standards:

- 3.7.W AND 4.7.W *Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:*
 - *Writing/alphabetic*
 - *Sound, visual, and/or spatial*
 - *Movement*
- 5.7.W *Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.*

LANGUAGE STANDARDS

A rationale can be made for keeping all grade 3-5 Language Standards "as is" based on survey responses from "All Stakeholders" and "PSUs." For example, across the Language

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Standards strand for all three grade levels, only small percentages of respondents to the surveys recommended changing or removing individual Language Standards (i.e., ranging from 5% to 35% recommending changing and/or removing individual Language Standards). However, some responder feedback, paired with other recently revised state standards and related literacy research provides evidence that could support a rationale for integrating the current 3-5 Language Standards within other standards strands, including reading, writing, and speaking and listening. Potentially, high-level revisions to the Language Standards could also include creating a new strand, specifically focused on vocabulary learning (See revised Nebraska standards for examples of this). Importantly, this does not necessarily mean that the individual Language Standards need to change; however, it could involve moving some of these standards into other ELA standard strands, depending on vertical alignment with middle- and high-school grades revisions.

Grades 6-8

READING STANDARDS

Reading for Literature Standards

- After reviewing the data, our team's general consensus regarding the middle grades' RL standards is that most need at least minor revisions, but some require more significant overhaul.

We would like to draw your attention to the following standards for more **major** revisions:

- **RL.6.2-8.2:** For all three grade levels, the data suggest that theme and objective summary are two separate concepts, and should therefore be split into separate objectives. Although making this change, theoretically, is quite clear-cut, we consider this a major revision because it would require the creation of a new standard.
- **RL.7.3:** Compared to 6.3 and 8.3, this standard is incredibly vague. Survey results ask for a list of elements and/or clarifying language. The data also suggests bridging the gap between matching sixth and eighth standards, as the vertical alignment doesn't progress with expected complexity.
- **RL.7.4 & 8.4:** In 7.4, rhymes and repetitions are specifically mentioned, and in 8.4, analogies and allusions are mentioned. Survey feedback suggests that the inclusion of two specific elements in these standards seem arbitrary; why not either expand to include figurative language as a whole? Additionally, the data indicate that "determine the meaning of words and phrases as they are used in the text" should be split from any notions of impact on meaning and tone. Much like 6.2 through 8.2, this standard asks students to do a whole lot.
- **RL.7.5:** Data suggest that mentioning drama or poem specifically seems arbitrary, and the standard should be expanded to include *all* literary texts. There was also concern regarding the term structure, as it's not clearly defined in DPI's glossary, but it's present in LIS framework and other standards. Please consider including specific types of text structures to help make this standard clearer for educators.

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- **RL.8.7:** The data suggest that this standard has been sufficiently covered in earlier grades, and although the language is a bit different (making specific reference to director/actors), it's not different enough from 7.7 in terms of vertical alignment. At this point, in eighth grade, should students still be demonstrating proficiency in this standard? Roughly 1 in 5 participants on quantitative surveys suggest cutting this and moving forward.

The standards requiring **minor** revisions that we'd like to bring special attention to are as follows:

- **RL.6.3:** We suggest separating plot from characterization, as these are two separate concepts. Additionally, language regarding "series of episodes" seems confusing; a switch to "series of events" is more clear and aligns with other language students will see.
- **RL.6.5:** Again, clarity regarding "structure" would be helpful here. Multiple teachers report this standard is too meaty/complex and asking too much at once. We suggest clarifying language to make this standard more approachable.
- **RL.8.5:** Similar to the other RL5 standards, we request clarity regarding structure. We also ask you to consider removal of style, as this is another element that makes this standard difficult to teach.
- **RL.6.6-8.6:** Language in this standard shifts between "point of view" and "perspective." Typically we use "point of view" to describe 1st, 2nd, 3rd POV, not to describe someone's attitudes or the way someone regards something (which is the definition of perspective). In 6.6, the standard utilizes "point of view", but in the other two, the word "perspective".
 - If "perspective" is what's truly meant in 6.6, change "point of view" to "perspective"
 - If "point of view" is what's meant, make the language uniform between the three grade levels and include specifics on POV.

Additionally, 8.6 has two other considerations. 1) 8.6 suggests irony without explicitly stating it. Adding this explicit language is helpful. 2) Mentioning both audience and reader is redundant. We suggest removal of audience, as this is a term typically used with informational texts.

- **RL.6.7:** Emphasis on "see" and "hear" presents challenges for students who are visually and hearing impaired. Feedback suggests concerns regarding length/wordiness, as well as how students might be assessed on this standard.
- **RL.7.7:** Data suggest this standard might be absorbed into a different standard. Questions arise, like with the others, regarding assessment and relevance.
- **RL.6.9 & 7.9:** Simple semantic changes would help to improve the flow of these standards. With 7.9 specifically, reconsider the term "alter history," as it is misleading.
- **RL.8.9:** The biggest concern the data suggest regards the use of religious works, as this is a slippery slope. Consider removing "religious works", as these are technically encompassed under the "mythology" umbrella (see OED).

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“mythology - a collection of myths, especially one belonging to a particular religious or cultural tradition”). The phrase “how the material is rendered new” should be eliminated. This standard inherently assumes that eighth grade students have the requisite background knowledge regarding myths, traditional stories, and archetypes, which is an unrealistic expectation for this grade band.

- **RL.6.10-8.10:** While independently reading grade-level texts is of the utmost importance, there is a degree of subjectivity involved with phrases like “proficiently”, “sustained periods of time”, and “prior experiences and knowledge”. We are concerned these phrases make it difficult to encourage reading for the sake of reading, which we believe is the spirit of this standard. Putting vague time and proficiency requirements on students discourages students from practicing reading and creates the feeling of reading as a dreaded task with all sorts of requirements. Not all students have prior knowledge and experiences to connect to their novels, especially students from low socioeconomic backgrounds, and students from various cultural backgrounds might have experiences that differ from peers. Reading literature is a wonderful form of escapism, and it teaches us so many things about the world around us. It serves as a lens through which we perceive our surroundings, other people, and ourselves. Please do not impose limitations or requirements on pleasure reading, as students are required to read for a plethora of other purposes covered in standards 1-9, as well as meet specific requirements in those areas.

Reading for Information Standards

- Much of the feedback and comments for the Reading for Information standards indicate that educators would like more clarity within the standards and clearer objective learning statements. The feedback for many of the standards suggest that educators would appreciate smaller sized learning objectives within each standard by either breaking apart standards or providing sub-standards within a larger learning objective. Overall, there is a general consensus that the standards are acceptable but need minor changes in order to provide clarity and consistency. Listed below are the standards where educators indicated that they would like to see either **major** or **minor** revisions.
 - **RI.6.2:** Survey feedback indicates that educators would like to see major changes in this standard. Many of the comments suggest splitting the standard into two with the rationale that summarizing and identifying central idea(s) are two different skills. If not splitting the standard, educators would like to see sub-standards listing each as separate objective statements.
 - **RI.7.2:** The comments and survey feedback were similar in comparison to 6.2. Educators would like to see either two standards, one for central idea(s) and one for summary, or they would like to see sub-standards.

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- RI.8.2: The comments and survey feedback were similar in comparison to 6.2 and 7.2. Educators would like to see either two standards, one for central idea(s) and one for summary, or they would like to see sub-standards.
- RI.7.3: Survey feedback indicated that educators are looking for clarity and clear objective statements from this standard. Many of the comments state that the standard is too vague. Providing sub-standards would provide guidance and clarity on what type of interactions in particular are desired to be analyzed and what type of analysis should be taking place.
- RI.8.4: Survey feedback indicated that educators would like to see sub-standards for these skills rather than having so many different objectives in one large statement.
- RI.7.5: Much of the feedback for this standard indicates a lack of clarity centered around the idea of structure and what type of analysis is desired. In addition to examining the paragraph and sentence structure, educators are asking for clarity on if they should also be looking at overall text structure such as cause and effect, compare and contrast, sequential, etc., and which types of structures they should be spending time examining.
- RI.7.6: Survey comments discuss the use of the terms point of view, purpose, and perspective. Educators may need clarity on if the terms point of view and perspective should be used interchangeably, or if these terms need their own definitions and analysis. In addition, some clarity could be provided regarding the difference in analyzing the author's purpose for writing the text versus his or her perspective of the topic. Sub-standards may be helpful in providing this clarity.
- RI.6.7: The comments from the surveys state that more clarity is needed in the language of this standard. Several comments indicated a lack of understanding in the "visually and quantitatively" part of the standard. Educators are looking for a clearer objective statement for this standard.
- RI.7.8: Survey feedback indicates that educators would like to see the different elements of this standard separated into sub-standards.
- RI.8.8: Much like 7.8, educators would like to see sub-standards for this standard. Many of the comments indicated the language is vague for this standard, and many comments also did not like the use of the word "delineate."
- RI.7.9: Educators are looking for clarity in this standard, particularly in reference to "different evidence" and "interpretation of facts."
- RI.6.10: Feedback in the survey indicates that educators find this standard lacking in specificity and that the standard itself is not actionable. They are looking for a clearer objective statement and more specific wording about what is expected as an outcome of this standard.
- RI.7.10: Similar to 6.10, educators indicated in the survey that they would like this standard to have more clarity and measurable action steps.

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- RI.8.10: Similar to 6.10 and 7.10, educators seek clarity for this standard. Many comments asked for more specificity on the language of “6-8 text complexity” and “sustained periods of time.”

WRITING STANDARDS

- We would like to preface this section with the statement that a few survey participants expressed concerns over Writing Standards in the middle grades, since writing isn’t EOG-tested in grades 6-8. However, we emphatically disagree with this input, considering the wealth of research supporting the importance of writing, as well as its many benefits for students. Some of this research is detailed on the spreadsheet linked in this document. We are approaching these standards from a purely revisionist perspective, and we do not advocate for the removal of such a critical piece of the literacy puzzle.

We ask you to consider the following minor revisions:

- W.6.1-8.1: This many-pronged standard asks students to write arguments, but does not include any mention of citing sources. A solid piece of argumentative writing often includes research and supporting information, which needs to be cited properly. Data suggest removing the sub-standard regarding “formal style”, as this is subjective and not a one-size-fits-all method for writing; context, audience, and rhetorical situation matters here. Students also explore a multitude of literary works written by authors who do not necessarily adhere to “formal style”. We understand the goal of this sub-standard is so students are formulating complete sentences, writing well-developed paragraphs, and utilizing appropriate tone/language, so why not explicitly ask for these components? Additionally, the quantitative survey results expressed concern over “guidance from peers and adults,” as this is a bit vague and seems odd to be a formal part of this standard. While peer review might be a valuable part of the drafting process, it is not directly measurable in terms of final product.
- W.6.2-8.2: Similar to W.1, this standard asks students to write explanatory/informative writing. We would like to echo all specific comments made about the previous standard, as the feedback was the same.
- W.6.3: Consider simplifying some of the components/language in this standard for sixth grade only, keeping seventh and eighth as is. This standard asks a great deal of sixth graders, many of whom are working on more complex writing pieces for the first time.
- W.6.4-8.4: We suggest you remove the phrase “publish writing” from all three grade levels, as this is misleading. Consider expanding the digital tools section with examples. For sixth grade only, define or eliminate “sufficient word-processing skills”; this is another one of those subjective phrases. For seventh and eighth grade, based on the previous suggestions with W.1 and W.2, citing text evidence can be eliminated from this standard and rehomed under those.

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- **W.6.5-8.5:** Survey data suggests that educators would like to see a breakdown of this standard into sub-components like in W.1-3. Research projects contain as many, if not more, steps/requirements, so it seems arbitrary that this standard is so short.
- **W.6.6-8.6:** We suggest this standard either be absorbed into W.1-3 OR breaking this standard into a list of elements like those.

SPEAKING AND LISTENING

- Feedback from the stakeholder surveys indicated an overall satisfaction with the Speaking and Listening Standards. We ask for minor revisions to the following standards:
 - **SL.7.2:** Consider the word choice of main idea to central idea to form a better alignment with reading standards.
 - **SL.6.4:** Comments from stakeholder surveys indicate they would like to see clarity within this standard, particularly in reference to adapting speech to a variety of contexts and tasks. Other state's standards provide bulleted points on what this may look like. This standard also uses the term main idea and this could be changed to central idea to make it consistent with reading standards.
 - **SL.7.4:** Like 6.4, this standard could also provide more clarity when referring to adapting speech.

LANGUAGE STANDARDS

- Unlike the reading and writing standards, our team feels largely satisfied with the Language Standards and only offers a few minor notes:
 - **L.6.5-8.5:** Since teaching vocabulary in isolation isn't a recommended best practice, this standard is implied in RL/RI standards. This standard is the only one that explicitly mentions figurative language, which is a necessary component of our SCoS. If you choose to keep this standard, we suggest it stays as is. If this standard is absorbed into RL/RI, please keep language regarding figurative language, connotation, and denotation.

Grades 9-12

READING STANDARDS

As a whole, the data suggest that many of the reading standards lack specificity.

Additionally, some standards combine terms that are not alike, such as "theme" and "objective summary." This concept leads us to infer that some standards need to be broken into two separate standards. Moreover, there are some reading standards that are ambiguous when concerning items such as "author's choices" or "effects." There needs to be more specificity on *what kinds of choices* and *what kinds of effects* students should focus on so that teachers can support students in the analysis process.

Reading for Literature Standards

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- RL.9-10.2: Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - “Objective summary” should be removed as themes and objective summaries are totally different concepts
 - Consider removing “objective summary” and adding it to a writing standard.
- RL.11-12.2: Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
 - “Objective summary” should be removed as themes and objective summaries are totally different concepts
 - Rather than “objective summary,” consider adding motifs and symbols as well as themes.
- RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
 - Needs specificity as “author’s choices” is a vague term.
 - Needs specificity as to which “elements” are being analyzed.
- RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
 - This is very broad and ambiguous, and it is often difficult to find texts to teach everything in this standard.
 - Dividing structure and purposeful use of time might be more effective: how does text structure develop the theme?
- RL.11-12.6: Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.
 - “Grasping” is unclear, there needs to be clarification around the standard itself (analyze literature containing irony, sarcasm, satire, paradox to distinguish what is directly stated in a text from what is really meant).
- RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
 - This reads like a strategy, NOT a standard. It could be a strategy FOR a few standards, but this is not tested on the English II EOC and is nearly impossible to teach as the word “mediums” is not specified.
- RL.9-10.9: Analyze how an author adopts or adapts source material in a specific work.
 - This standard is ambiguous: how can this standard be measured/tested?
- RL.9-10.6: Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
 - Language needs clarification: what is a “wide range?” What about the perspective are we analyzing?

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- **RL.11-12.7:** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
 - This standard is very unclear. It needs to be reworded as multiple interpretations (the same story), multiple perspectives (different stories with a similar timeline, location, etc.), or different mediums where you look at the film versus the text or the play.
 - This standard could be reworded to read: Analyze multiple interpretations, perspectives, or mediums of a story, drama, or poem, evaluating how each version interprets the source of a text.
- **RL.9-10.10:** By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
 - Define sustained periods of time and text complexity.
- **RL.11-12.10:** By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand literature at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
 - Define sustained periods of time and text complexity.

Reading for Information Standards

- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
 - Students often mistake “central idea” for “objective summary” and these are two very different things.
 - Objective summary is a writing skill and should be defined in a standard underneath that strand.
- **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 - What does a “complex analysis” consist of?
 - Objective summary is a writing skill and should be defined in a standard underneath that strand.
- **RI.9-10.7:** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
 - Define "mediums," too many objectives in one standard.

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- By "subject" do you mean theme, topic, or something else?
- There needs to be more elaboration or clarification on WHY readers should determine which details are emphasized (i.e., to develop the author's point of view? to develop the author's purpose? the theme of the text?).
- RI.9-10.9: Analyze influential documents of historical and literary significance, including how they address related themes and concepts.
 - This can be subjective.
 - Social Studies standard.
 - Are we limited to US documents even in World Literature?
 - Define "documents of historical" and "literary significance": this is subjective.
- RI.11-12.9: Analyze foundational U.S. and/or British documents of historical and literary significance for their themes, purposes, and rhetorical features.
 - These are documents and not literature, so shouldn't "themes" be changed to "central idea?"
 - Students are already being exposed to this in American History: is it even an English standard?
 - Remove the term "British" as literature can be diversified across several cultures.
- RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - Consider changing the word "unfolds" to something more specific.
 - This is very similar to RI.9-10.5.
- RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
 - Point of view should be changed to "perspective," as it is generally taught that "point of view" means 1st, 2nd, or 3rd person point of view.
- RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.
 - Point of view should be changed to "perspective," as it is generally taught that "point of view" means 1st, 2nd, or 3rd person point of view.
- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
 - Revise to make it clear and concise. One participant recommended the following: "Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem."
- RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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- "Identify false statements and fallacious reasoning."
- Explain "fallacious reasoning" so that teachers know if we are to teach propaganda, bandwagon appeals, red herring, and those specific logical fallacies for this objective.
- RI.9-10.10: By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
 - Define sustained periods of time and text complexity.
- RI.11-12.10: By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. By the end of grade 12, read and understand informational texts at the high end of the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
 - Define sustained periods of time and text complexity.
- RL.9-10.4: Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.
 - This standard is already present in RI.9-10.4 and L.9-10.4.
- RI.11-12.8: Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.
 - Participants requested removing the term "British" as it is seemingly constricting.

WRITING STANDARDS

As a whole, the data suggest that many of the Writing Standards are too lengthy. Additionally, many commenters noted that grammar and mechanics should be added to Writing Standards, yet a few commenters also pointed out that grammar/mechanics are not tested on the English II EOC. Several commenters noted that students are struggling with basic grammar/mechanics, yet it is difficult to teach when it is not explicitly in a standard, nor is it covered on the English II EOC. The comments also suggest that creative writing is, perhaps, more of an elective and/or art standard than something that needs its own standard in the high school English classroom. The data also suggests that the use of AI tools should be added on to the pieces where plagiarism is mentioned.

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly,

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supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- This addresses far too much in one standard.

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- Commenters note that grammar and mechanics should be added, but perhaps condense pieces that can be subtopics into another standard.

- **W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a

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conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- Is creative writing a necessary component of the English standards or is that more of an “elective-based” standard?
- Commenters note grammar and mechanics should be included here.
- **W.11-12.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - This standard is lengthy - perhaps it could be broken into multiple standards.
 - Is creative writing necessary? Will most students use this post-secondary?
- **W.9-10.6:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
 - Consider adding AI tools somewhere in here.
 - Do W.9-10.5 and W.9-10.6 need to be combined together?
- **W.9-10.4:** Use digital tools and resources to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 - Commenters note that this is naturally ingrained in the majority of instruction now.

SPEAKING AND LISTENING STANDARDS

As a whole, the data suggest that there is a general sense of satisfaction with the complexity and depth of Speaking and Listening Standards. A few minor wording

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suggestions were included by commenters, with a specific focus on the use of AI tools and the phrase “point of view” being changed to “perspective” in order to avoid confusion.

- SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
 - Is this already occurring naturally?
 - Should AI be mentioned here somewhere?
- SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - Point of view should be changed to perspective.

LANGUAGE STANDARDS

As a whole, the data suggests that some Language Standards need clarification on word choice. Additionally, commenters noted that some of the Writing Standards could, perhaps, be covered in the Language Standards in order to shorten the Writing Standards.

- L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.
 - Consider clarifying what "proficient" means, need specifics on grammar, this isn't tested on the EOC: but should it be?
- L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure.
 - Remove the "parallel structure" portion of this as it seems to be an extension of L2.
 - This has potential to be reworded to incorporate the W.1-3 sub-standards that relate to revising and editing.
- L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - Consider re-wording or removing the section "consulting references for guidance as needed" Clarify what this means.

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Appendices

Appendix A: Copy of Survey Questions with Raw Data

PSU Surveys

[PSU K-5 Survey Questions](#)

[PSU K-5 Survey Raw Data](#)

[PSU 6-12 Survey Questions](#)

[PSU 6-12 Survey Raw Data](#)

Stakeholder Surveys

[All-Stakeholder K-5 Survey Questions](#)

[All-Stakeholder K-5 Survey Raw Data](#)

[All-Stakeholder 6-12 Survey Questions](#)

[All-Stakeholder 6-12 Survey Raw Data](#)

General Survey

[General Survey Questions](#)

[General Survey Raw Data](#)

Appendix B: Copy of Focus Group Questions with Raw Data

[Focus Group Questions with Raw Data](#)

Appendix C: Copy of Interview Questions with Raw Data

[Interview Questions with Raw Data](#)