

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

Pre-Kindergarten

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading - Students will develop and apply effective communication skills through speaking and active listening. | |
| PK.1.R.1 | Students will actively listen and speak using agreed-upon rules with guidance and support. |
| PK.1.R.2. | Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support. |
| PK.1.R.3 | Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support. |
| PK.1.R.4 | Students will follow simple oral directions. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| PK.1.W.1 | Students will begin to orally describe personal interests or tell stories to classmates with guidance and support. |
| PK.1.W.2 | Students will work respectfully with others with guidance and support. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Phonological Awareness -Phonological awareness is the ability to recognize, think about and manipulate sounds in spoken language without using text. | |
| PK.2.PA.1 | Students will distinguish spoken words in a sentence with guidance and support. |
| PK.2.PA.2 | Students will recognize spoken words that rhyme. |
| PK.2.PA.3 | Students will begin to recognize syllables in spoken words (<i>e.g., sunshine= sun + shine</i>). |
| PK.2.PA.4 | Students will begin to isolate initial and final sounds in spoken words. |
| PK.2.PA.5 | Students will begin to recognize initial sounds in a set of spoken words (<i>i.e., alliteration</i>). |
| PK.2.PA.6 | Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (<i>e.g., /c/ + at = cat</i>). |
| Print Concepts -Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. | |
| PK.2.PC.1 | Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support. |
| PK.2.PC.2 | Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support. |
| PK.2.PC.3 | Students will begin to demonstrate correct book orientation and identify the front and back covers of a book. |
| PK.2.PC.4 | Students will recognize that written words are made up of letters and are separated by spaces with guidance and support. |
| PK.2.PC.5 | Students will begin to understand that print moves from top to bottom, left to right, and front to back. |
| PK.2.PC.6 | Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support. |
| Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills. | |
| PK.2.PWS.1 | Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support. |
| PK.2.PWS.2 | Students will produce some sounds represented by letters with guidance and support. |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| PK.2.F.1 | Students will read first name in print. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| PK.2.R | Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

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| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| PK.2.W | Students will begin to express themselves through drawing, dictating, and emergent writing. |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| PK.3.R.1 | Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support. |
| PK.3.R.2 | Students will describe characters in a story with guidance and support. |
| PK.3.R.3 | Students will tell what is happening in a picture or illustration with guidance and support. |
| PK.3.R.4 | Students will ask and answer basic questions (<i>e.g., who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| PK.3.W | Students will use drawing, labeling and dictating to express thoughts and ideas with guidance and support. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| PK.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. |
| PK.4.R.2 | Students will begin to develop an awareness of context clues through read-alouds and other text experiences. |
| PK.4.R.3 | Students will name and sort familiar objects into categories based on common attributes with guidance and support. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| PK.4.W.1 | Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities. |
| PK.4.W.2 | Students will begin to select appropriate language according to purpose. |
| 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| PK.5.R.1 | Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading. |
| PK.5.R.2 | Students will recognize concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support. |
| PK.5.R.3 | Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support. |
| PK.5.R.4 | Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| <i>These standards begin in Kindergarten.</i> | |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| PK.6.R | Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

Pre-Kindergarten

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| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| PK.6.W | Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| PK.7.R | Students will recognize formats of print and digital text with guidance and support. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| PK.7.W | Students will use appropriate technology to communicate with others with guidance and support. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| PK.8.R | Students will demonstrate interest in books during read alouds, and shared reading, and interact independently with books. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| PK.8.W | Students will express their ideas through a combination of drawing and emergent writing with guidance and support. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

Kindergarten

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| K.1.R.1 | Students will actively listen and speak using agreed-upon rules for discussion with guidance and support. |
| K.1.R.2 | Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support. |
| K.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support. |
| K.1.R.4 | Students will follow one and two step directions. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| K.1.W.1 | Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic. |
| K.1.W.2 | Students will work respectfully with others with guidance and support. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Phonological Awareness -Phonological awareness is the ability to recognize, think about and manipulate sounds in spoken language without using text. | |
| K.2.PA.1 | Students will distinguish spoken words in a sentence. |
| K.2.PA.2 | Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs. |
| K.2.PA.3 | Students will isolate and pronounce the same initial sounds in a set of spoken words (<i>i.e.</i> , alliteration) (<i>e.g.</i> , “the puppy pounces”). |
| K.2.PA.4 | Students will recognize the short or long vowel sound in one syllable words. |
| K.2.PA.5 | Students will count, pronounce, blend, segment, and delete syllables in spoken words. |
| K.2.PA.6 | Students will blend and segment onset and rime in one syllable spoken words (<i>e.g.</i> , <i>Blending</i> : /ch/ + at = chat; <i>segmenting</i> : cat = /c/+ at). |
| K.2.PA.7 | Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (<i>e.g.</i> , /f/ /a/ /s/ /t/= fast) |
| K.2.PA.8 | Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (<i>e.g.</i> , “fast” = /f/ /a/ /s/ /t/). |
| K.2.PA.9 | Students will add, delete, and substitute phonemes in one syllable spoken words (<i>e.g.</i> , “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”). |
| Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. | |
| K.2.PC.1 | Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly. |
| K.2.PC.2 | Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment. |
| K.2.PC.3 | Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book. |
| K.2.PC.4 | Students will recognize that written words are made up of letters and are separated by spaces. |
| K.2.PC.5 | Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice). |
| K.2.PC.6 | Students will recognize the distinguishing features of a sentence. (<i>e.g.</i> , capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support. |
| Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills. | |
| K.2.PWS.1 | Students will name all uppercase and lowercase letters. |
| K.2.PWS.2 | Students will sequence the letters of the alphabet. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

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| K.2.PWS.3 | Students will produce the primary or most common sound for each consonant, short and long vowel sounds (<i>e.g.</i> , <i>c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/</i>). |
| K.2.PWS.4 | Students will blend letter sounds to decode simple <i>Vowel / Consonant (VC)</i> and <i>Consonant / Vowel / Consonant (CVC)</i> words (<i>e.g.</i> , <i>VC words = at, in, up; CVC words = pat, hen, lot</i>). |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| K.2.F.1 | Students will read first and last name in print. |
| K.2.F.2 | Students will read common high frequency grade-level words by sight (<i>e.g.</i> , <i>not, was, to, have, you, he, is, with, are</i>). |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| K.2.R.1 | Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea. |
| K.2.R.2 | Students will discriminate between fiction and nonfiction/informational text with guidance and support. |
| K.2.R.3 | Students will sequence the events/plot (<i>i.e.</i> , <i>beginning, middle, and end</i>) of a story or text with guidance and support. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| K.2.W.1 | Students will begin to develop first drafts by expressing themselves through drawing and emergent writing. |
| K.2.W.2 | Students will begin to develop first drafts by sequencing the action or details of stories/texts. |
| K.2.W.3 | Students will begin to edit first drafts using appropriate spacing between letters and words. |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| K.3.R.1 | Students will name the author and illustrator, and explain the roles of each in a particular story. |
| K.3.R.2 | Students will describe characters and setting in a story with guidance and support. |
| K.3.R.3 | Students will tell what is happening in a picture or illustration. |
| K.3.R.4 | Students will ask and answer basic questions (<i>e.g.</i> , <i>who, what, where, and when</i>) about texts during shared reading or other text experiences with guidance and support |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| K.3.W | Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support. |
| 4: Vocabulary - Students will expand their working vocabulary to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| K.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. |
| K.4.R.2 | Students will begin to develop an awareness of context clues through read-alouds and other text experiences. |
| K.4.R.3 | Students will name and sort pictures of objects into categories based on common attributes with guidance and support. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| K.4.W.1 | Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

Kindergarten

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| K.4.W.2 | Students will select appropriate language according to purpose with guidance and support. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| K.5.R.1 | Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading. |
| K.5.R.2 | Students will recognize concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support. |
| K.5.R.3 | Students will recognize words as actions (<i>i.e., verbs</i>) with guidance and support. |
| K.5.R.4 | Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| K.5.W.1 | Students will capitalize, with guidance and support: <ul style="list-style-type: none">• their first name• the pronoun “I.” |
| K.5.W.2 | Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| K.6.R.1 | Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest. |
| K.6.R.2 | Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| K.6.W.1 | Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support. |
| K.6.W.2 | Students will find information from provided sources during group research with guidance and support. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| K.7.R.1 | Students will recognize formats of print and digital text with guidance and support. |
| K.7.R.2 | Students will explore how ideas and topics are depicted in a variety of media and formats. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| K.7.W.1 | Students will use appropriate technology to communicate with others with guidance and support. |
| K.7.W.2 | Students will use appropriate props, images, or illustrations to support verbal communication. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| K.8.R | Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| K.8.W | Students will express their ideas through a combination of drawing and emergent writing with guidance and support. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

1st Grade

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading – Students will develop and apply effective communication skills through speaking and active listening. | |
| 1.1.R.1 | Students will actively listen and speak using agreed-upon rules for discussion. |
| 1.1.R.2 | Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. |
| 1.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. |
| 1.1.R.4 | Students will restate and follow simple two-step directions. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 1.1.W.1 | Students will orally describe people, places, things, and events with relevant details expressing their ideas. |
| 1.1.W.2 | Students will work respectfully in groups. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Phonological Awareness -Phonological awareness is the ability to recognize, think about and manipulate sounds in spoken language without using text. | |
| 1.2.PA.1 | Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat). |
| 1.2.PA.2 | Students will differentiate short from long vowel sounds in one syllable words. |
| 1.2.PA.3 | Students will isolate and pronounce initial, medial, and final sounds in spoken words. |
| 1.2.PA.4 | Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string). |
| 1.2.PA.5 | Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/). |
| 1.2.PA.6 | Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of low to say ‘glow;’ “remove the /idge/ from ‘bridge,’ to say ‘br;’ “change the /ar/ in ‘charm’ to /u/ to say ‘chum’). |
| Print Concepts -Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. | |
| 1.2.PC.1 | Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression. |
| 1.2.PC.2 | Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, comma, quotation marks). |
| <i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i> | |
| Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills. | |
| 1.2.PWS.1 | <p>Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> • single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/) • consonant blends (e.g., bl, br, cr) • consonant digraphs and trigraphs (e.g., sh-, -tch) • vowel sounds: <ul style="list-style-type: none"> o long o short • r-controlled vowels (e.g., ar, er, ir or, ur) |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

1st Grade

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| | <ul style="list-style-type: none"> • vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (<i>e.g., ea, oa, ee</i>) ○ vowel-consonant-silent-e (<i>e.g., lake</i>) |
| 1.2.PWS.2 | Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • most major syllable patterns (<i>e.g., closed, open, vowel team, vowel silent e, r-controlled</i>) • inflectional endings (<i>e.g., -s, -ed, -ing</i>) • compound words • contractions |
| 1.2.PWS.3 | Students will read words in common word families (<i>e.g., -at, -ab, -am, -in</i>). |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| 1.2.F.1 | Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. |
| 1.2.F.2 | Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 1.2.R.1 | Students will retell or reenact major events in a text, focusing on important details to recognize the main idea. |
| 1.2.R.2 | Students will discriminate between fiction and nonfiction/informational text. |
| 1.2.R.3 | Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 1.2.W.1 | Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression. |
| 1.2.W.2 | Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support. |
| 1.2.W.3 | Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing. |
| 1.2.W.4 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook</i>). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 1.3.R.1 | Students will identify the author’s purpose (<i>i.e., tell a story, provide information</i>) with guidance and support. |
| 1.3.R.2 | Students will describe who is telling the story (<i>i.e., point of view</i>). |
| 1.3.R.3 | Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • plot • main characters and their traits in a story |
| 1.3.R.4 | Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts. |
| 1.3.R.5 | Students will begin to locate facts that are clearly stated in a text. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

1st Grade

Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

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| 1.3.W.1 | NARRATIVE Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support. |
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| 1.3.W.2 | INFORMATIVE Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support. |
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| 1.3.W.3 | OPINION Students will express an opinion in writing about a topic and provide a reason to support the opinion. |
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4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading-Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion.

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| 1.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. |
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| 1.4.R.2 | Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support. |
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| 1.4.R.3 | Students will use context clues to determine the meaning of words with guidance and support. |
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| 1.4.R.4 | Students will name and sort words into categories based on common attributes. |
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| 1.4.R.5 | Students will use a dictionary (<i>print and/or electronic</i>) to find words. |
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Writing-Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

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| 1.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support. |
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| 1.4.W.2 | Students will select appropriate language according to purpose in writing with guidance and support. |
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5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

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| 1.5.R.1 | Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun "I." |
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| 1.5.R.2 | Students will recognize verbs as actions. |
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| 1.5.R.3 | Students will recognize color and number adjectives. |
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| 1.5.R.4 | Students will recognize the prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement. |
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| 1.5.R.5 | Students will recognize singular and plural nouns with correct verbs in simple sentences (<i>e.g. He sits; we sit</i>). |
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Writing-Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

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| 1.5.W.1 | Students will capitalize: <ul style="list-style-type: none">● the first letter of a sentence,● proper names● months and days of the week. |
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| 1.5.W.2 | Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks. |
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6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

1st Grade

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| 1.6.R.1 | Students will decide who can answer questions about their topic or what resources they will need to find the information. |
| 1.6.R.2 | Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. |
| 1.6.R.3 | Students will identify the location and purpose of various visual and text reference sources. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 1.6.W.1 | Students will generate questions about topics of interest. |
| 1.6.W.2 | Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support. |
| 1.6.W.3 | Students will make informal presentations of information gathered. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 1.7.R.1 | Students will use provided print and digital resources with guidance and support. |
| 1.7.R.2 | Students will explore and compare how ideas and topics are depicted in a variety of media and formats. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 1.7.W.1 | Students will select and use appropriate technology or media to communicate with others with guidance and support. |
| | Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 1.8.R | Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 1.8.W | Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

2nd Grade

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 2.1.R.1 | Students will actively listen and speak using appropriate discussion rules. |
| 2.1.R.2 | Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. |
| 2.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. |
| 2.1.R.4 | Students will restate and follow multi-step directions. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 2.1.W.1 | Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| 2.1.W.2 | Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 2.2.R.1 | Students will locate the main idea and supporting details of a text. |
| 2.2.R.2 | Students will begin to compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres. |
| 2.2.R.3 | Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 2.2.W.1 | Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences. |
| 2.2.W.2 | Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences. |
| 2.2.W.3 | Students will correctly spell grade-appropriate words while editing. |
| 2.2.W.4 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, dictionaries</i>). |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Phonological Awareness -Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text. | |
| <i>Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.</i> | |
| Print Concepts -Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. | |
| 2.2.PC | Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences. |
| <i>Students will continue to review and apply earlier grade level expectations for this standard. If print concepts skills are not mastered, students will address skills from previous grades.</i> | |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

2nd Grade

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| Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills. | |
| 2.2.PWS.1 | Students will decode one- and two- syllable words by using their knowledge of: <ul style="list-style-type: none"> • single consonants, including those with two different sounds (<i>e.g., soft and hard c [cent, cat] and g [gem, goat]</i>) • consonant blends (<i>e.g., bl, br, cr</i>) • consonant digraphs and trigraphs (<i>e.g., sh-, -tch</i>) • vowel sounds: <ul style="list-style-type: none"> ○ long ○ short ○ “r” controlled vowels (<i>e.g., ar, er, ir or, ur</i>) • vowel spelling patterns: <ul style="list-style-type: none"> ○ vowel digraphs (<i>e.g., ea, oa, ee</i>) ○ vowel-consonant-silent-e (<i>e.g., lake</i>) ○ vowel diphthongs (<i>vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy</i>) |
| 2.2.PWS.2 | Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • all major syllable patterns (<i>e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>) • inflectional endings (<i>e.g., -s, -ed, -ing</i>) • compound words • contractions • abbreviations • common roots and related prefixes and suffixes |
| 2.2.PWS.3 | Students will read words in common word families (<i>e.g., -ight, -ink, -ine, ow</i>). |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| 2.2.F.1 | Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. |
| 2.2.F.2 | Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension. |
| <i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i> | |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 2.3.R.1 | Students will determine the author’s purpose (<i>i.e., tell a story, provide information</i>). |
| 2.3.R.2 | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. |
| 2.3.R.3 | Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • plot • characters • characterization |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

2nd Grade

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| 2.3.R.4 | Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor |
| 2.3.R.5 | Students will locate facts that are clearly stated in a text. |
| 2.3.R.6 | Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support. |
| 2.3.R.7 | Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 2.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support. |
| 2.3.W.2 | INFORMATIVE Students will write facts about a subject and include a main idea with supporting details. |
| 2.3.W.3 | OPINION Students will express an opinion about a topic and provide reasons as support. |
| 4: Vocabulary – Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 2.4.R.1 | Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. |
| 2.4.R.2 | Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words. |
| 2.4.R.3 | Students will use context clues to determine the meaning of words with guidance and support. |
| 2.4.R.4 | Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words. |
| 2.4.R.5 | Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 2.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing. |
| 2.4.W.2 | Students will select appropriate language according to purpose in writing. |
| 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 2.5.R.1 | Students will recognize nouns, pronouns, and irregular plural nouns. |
| 2.5.R.2 | Students will recognize different types and tenses of verbs. |
| 2.5.R.3 | Students will recognize adjectives. |
| 2.5.R.4 | Students will recognize prepositions. |
| 2.5.R.5 | Students will recognize the subject and predicate of a sentence. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

2nd Grade

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| Writing-Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 2.5.W.1 | Students will capitalize and appropriately punctuate: <ul style="list-style-type: none">• the first letter of a quotation• holidays• product names• initials • months and days of the week |
| 2.5.W.2 | Students will use simple contractions (<i>e.g., isn't, aren't, can't</i>). |
| 2.5.W.3 | Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 2.6.R.1 | Students will create their own questions to find information on their topic. |
| 2.6.R.2 | Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text. |
| 2.6.R.3 | Students will consult various visual and text reference sources to gather information. |
| Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 2.6.W.1 | Students will generate a list of topics of interest and individual questions about one specific topic of interest. |
| 2.6.W.2 | Students will organize information found during group or individual research, using graphic organizers or other aids. |
| 2.6.W.3 | Students will organize and present their information in written and/or oral reports or display. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 2.7.R.1 | Students will locate and use print and digital resources with guidance and support. |
| 2.7.R.2 | Students will explain how ideas and topics are depicted in a variety of media and formats. |
| Writing-Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 2.7.W.1 | Students will select and use appropriate technology or media to communicate with others with guidance and support. |
| 2.7.W.2 | Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 2.8.R | Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time. |
| Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 2.8.W | Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

3rd Grade

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|---|---|
| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 3.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules. |
| 3.1.R.2 | Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. |
| 3.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 3.1.W.1 | Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace. |
| 3.1.W.2 | Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 3.2.R.1 | Students will locate the main idea and key supporting details of a text or section of text. |
| 3.2.R.2 | Students will compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres. |
| 3.2.R.3 | Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 3.2.W.1 | Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations. |
| 3.2.W.2 | Students will edit drafts and revise for clarity and organization. |
| 3.2.W.3 | Students will correctly spell grade-appropriate words while editing. |
| 3.2.W.4 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>). |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Phonological Awareness -Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text. <i>Students will continue to review and apply earlier grade level expectations for this standard.</i> <i>If phonological awareness skills are not mastered, students will address skills from previous grades.</i> | |
| Print Concepts -Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories. | |
| 3.2.PC | Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences. |
| <i>Students will continue to review and apply earlier grade level expectations for this standard.</i> <i>If print concepts skills are not mastered, students will address skills from previous grades.</i> | |
| Phonics and Word Study -Students will decode and read words in context and isolation by applying phonics and word analysis skills. | |
| 3.2.PWS.1 | Students will decode multisyllabic words using their knowledge of: <ul style="list-style-type: none"> • “r” controlled vowels (<i>e.g., ar, er, ir or, ur</i>) • vowel diphthongs (<i>vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy</i>) |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

3rd Grade

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| 3.2.PWS.2 | Students will decode multisyllabic words by applying knowledge of structural analysis: <ul style="list-style-type: none"> • all major syllable patterns • contractions • abbreviations • common roots and related prefixes and suffixes |
| 3.2.PWS.3 | Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words. |
| Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| 3.2.F.1 | Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text. |
| 3.2.F.2 | Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension. |
| <i>Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.</i> | |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 3.3.R.1 | Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>). |
| 3.3.R.2 | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. |
| 3.3.R.3 | Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> • setting (<i>i.e., time, place</i>) • plot • characters • characterization • theme |
| 3.3.R.4 | Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole |
| 3.3.R.5 | Students will distinguish fact from opinion in a text. |
| 3.3.R.6 | Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support. |
| 3.3.R.7 | Students will ask and answer inferential questions using the text to support answers with guidance and support. |
| Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 3.3.W.1 | NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>). |
| 3.3.W.2 | INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

3rd Grade

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| 3.3.W.3 | OPINION Students will express an opinion about a topic and provide reasons as support. |
| 4: Vocabulary – Students will expand their working vocabularies to effectively communicate and understand texts.. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 3.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 3.4.R.2 | Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words. |
| 3.4.R.3 | Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. |
| 3.4.R.4 | Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms. |
| 3.4.R.5 | Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 3.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing. |
| 3.4.W.2 | Students will select appropriate language according to purpose in writing. |
| 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 3.5.R.1 | Students will recognize pronouns and possessive nouns. |
| 3.5.R.2 | Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text. |
| 3.5.R.3 | Students will recognize adjectives, articles as adjectives, and adverbs. |
| 3.5.R.4 | Students will recognize prepositions and conjunctions. |
| 3.5.R.5 | Students will recognize the subject and verb agreement. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 3.5.W.1 | Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> • titles of respect • appropriate words in titles • geographical names |
| 3.5.W.2 | Students will use complex contractions (<i>e.g., should've, won't</i>). |
| 3.5.W.3 | Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue. |
| 3.5.W.4 | Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 3.6.R.1 | Students will use their own questions to find information on their topic. |
| 3.6.R.2 | Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text. |
| 3.6.R.3 | Students will locate information in visual and text reference sources, electronic resources, and/or interviews. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

3rd Grade

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| 3.6.R.4 | Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support. |
| Writing- Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 3.6.W.1 | Students will generate a list of topics of interest and individual questions about one specific topic of interest. |
| 3.6.W.2 | Students will organize information found during group or individual research, using graphic organizers or other aids. |
| 3.6.W.3 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading- Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 3.7.R.1 | Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions. |
| 3.7.R.2 | Students will compare how ideas and topics are depicted in a variety of media and formats. |
| Writing- Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 3.7.W.1 | Students will create multimodal content that communicates an idea using technology or appropriate media. |
| 3.7.W.2 | Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading- Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 3.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing- Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 3.8.W | Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

4th Grade

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading-Students will develop and apply effective communication skills through speaking and active listening.

4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding.

4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

Writing-Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness-Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

Students will continue to review and apply earlier grade level expectations for this standard.
If phonological awareness skills are not mastered, students will address skills from previous grades.

Print Concepts-Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

4.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

Students will continue to review and apply earlier grade level expectations for this standard.
If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study-Students will decode and read words in context and isolation by applying phonics and word analysis skills.

4.2.PWS.1 Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.

Students will continue to review and apply earlier grade level expectations for this standard.
If these decoding skills are not mastered, students will address skills from previous grades.

Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text.

4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard.
If these fluency skills are not mastered, students will address skills from previous grades.

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

Reading-Students will read and comprehend increasingly complex literary and informational texts.

4.2.R.1 Students will distinguish how key details support the main idea of a passage.

4.2.R.2 Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.

4.2.R.3 Students will summarize events or plots (i.e., beginning, middle, end, conflict, and climax) of a story or text.



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

4th Grade

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| 4.2.R.4 | Students will begin to paraphrase main ideas with supporting details in a text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. | |
| 4.2.W.1 | Students will develop drafts by categorizing ideas and organizing them into paragraphs. |
| 4.2.W.2 | Students will edit drafts and revise for clarity and organization. |
| 4.2.W.3 | Students will correctly spell grade-appropriate words while editing. |
| 4.2.W.4 | Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 4.3.R.1 | Students will determine the author's purpose (i.e., entertain, inform, persuade) and infer the difference between the stated and implied purpose. |
| 4.3.R.2 | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. |
| 4.3.R.3 | Students will describe key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme |
| 4.3.R.4 | Students will find examples of literary devices: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p> |
| 4.3.R.5 | Students will distinguish fact from opinion in a text and investigate facts for accuracy. |
| 4.3.R.6 | Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect). |
| 4.3.R.7 | Students will ask and answer inferential questions using the text to support answers. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 4.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., solution and resolution), and dialogue. |
| 4.3.W.2 | INFORMATIVE-Grade Level Focus Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

4th Grade

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| 4.3.W.3 | OPINION Students will express an opinion about a topic and provide fact-based reasons as support. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 4.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 4.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of new words. |
| 4.4.R.3 | Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. |
| 4.4.R.4 | Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms. |
| 4.4.R.5 | Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 4.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing. |
| 4.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading - Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 4.5.R.1 | Students will recognize pronouns and irregular possessive nouns. |
| 4.5.R.2 | Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text. |
| 4.5.R.3 | Students will recognize comparative and superlative adjectives and adverbs. |
| 4.5.R.4 | Students will recognize prepositional phrases and conjunctions. |
| 4.5.R.5 | Students will recognize the subject and verb agreement. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 4.5.W.1 | Students will capitalize <ul style="list-style-type: none"> • familial relations • proper adjectives • conventions of letter writing |
| 4.5.W.2 | Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue. |
| 4.5.W.3 | Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences. |
| 4.5.W.4 | Students will compose declarative, interrogative, imperative, and exclamatory sentences. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 4.6.R.1 | Students will use their own viable research questions to find information about a specific topic. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

4th Grade

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| 4.6.R.2 | Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text. |
| 4.6.R.3 | Students will determine the relevance and reliability of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 4.6.W.1 | Students will generate a viable research question about a specific topic. |
| 4.6.W.2 | Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support. |
| 4.6.W.3 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 4.7.R.1 | Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings. |
| 4.7.R.2 | Students will compare and contrast how ideas and topics are depicted in a variety of media and formats. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 4.7.W.1 | Students will create multimodal content that effectively communicates an idea using technology or appropriate media. |
| 4.7.W.2 | Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 4.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 4.8.W | Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

5th Grade

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 5.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. |
| 5.1.R.2 | Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. |
| 5.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 5.1.W.1 | Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience. |
| 5.1.W.2 | Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Fluency -Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades. | |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 5.2.R.1 | Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. |
| 5.2.R.2 | Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres. |
| 5.2.R.3 | Students will begin to paraphrase main ideas with supporting details in a text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 5.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 5.2.W.2 | Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary. |
| 5.2.W.3 | Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays. |
| 5.2.W.4. | Students will edit and revise multiple drafts for intended purpose (<i>e.g., staying on topic</i>), organization, and coherence. |
| 5.2.W.5 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 5.3.R.1 | Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved. |
| 5.3.R.2 | Students will determine the point of view and describe how it affects grade-level literary and/or informational text. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

5th Grade

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| 5.3.R.3 | Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme |
| 5.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p> |
| 5.3.R.5 | Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy. |
| 5.3.R.6 | Students will distinguish the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making inferences about texts and use textual evidence to support understanding. |
| 5.3.R.7 | Students will compare and contrast texts and ideas within and between texts. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 5.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue. |
| 5.3.W.2 | INFORMATIVE - Grade Level Focus Students will introduce and develop a topic, incorporating evidence (<i>e.g., specific facts, examples, details</i>) and maintaining an organized structure |
| 5.3.W.3 | OPINION Students will clearly state an opinion supported with facts and details. |
| 5.3.W.4 | OPINION Students will show relationships among facts, opinions, and supporting details. |
| 4: Vocabulary - Students will expand their working vocabulary to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion. | |
| 5.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 5.4.R.2 | Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define new words and determine the meaning of new words. |
| 5.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 5.4.R.4 | Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

5th Grade

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| | homographs and homonyms. |
| 5.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |
| Writing -Students will apply knowledge of vocabulary to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 5.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. |
| 5.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 5.5.R.1 | Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences. |
| 5.5.R.2 | Students will recognize verb tense to signify various times, sequences, states, and conditions in text. |
| 5.5.R.3 | Students will recognize the subject and verb agreement. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 5.5.W.1 | Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material. |
| 5.5.W.2 | Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences |
| 5.5.W.3 | Students will form and use the present and past verb tenses. |
| 5.5.W.4 | Students will form and use verb tense to convey various times, sequences, states, and conditions. |
| 5.5.W.5 | Students will recognize and correct inappropriate shifts in verb tense. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 5.6.R.1 | Students will use their own viable research questions to find information about a specific topic. |
| 5.6.R.2 | Students will record and organize information from various print and/or digital sources. |
| 5.6.R.3 | Students will determine the relevance and reliability of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 5.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). |
| 5.6.W.2 | Students will formulate a viable research question from findings. |
| 5.6.W.3 | Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support. |
| 5.6.W.4 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 5.7.R.1 | Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

5th Grade

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| 5.7.R.2 | Students will compare and contrast how ideas and topics are depicted in a variety of media and formats. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 5.7.W.1 | Students will create multimodal content that effectively communicates an idea using technology and appropriate media. |
| 5.7.W.2 | Students will create presentations that integrate visual displays and other multimedia to enrich the presentation. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 5.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 5.8.W | Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

6th Grade

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 6.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. |
| 6.1.R.2 | Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. |
| 6.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 6.1.W.1 | Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience. |
| 6.1.W.2 | Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades. | |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 6.2.R.1 | Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. |
| 6.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to distinguish genres. |
| 6.2.R.3 | Students will paraphrase main ideas with supporting details in a text. |
| Writing - Students will develop and strengthen writing by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 6.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 6.2.W.2 | Students will plan (e.g., outline) and prewrite a first draft as necessary. |
| 6.2.W.3 | Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays. |
| 6.2.W.4 | Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, coherence, using a consistent point of view. |
| 6.2.W.5 | Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 6.3.R.1 | Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

6th Grade

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| | texts. |
| 6.3.R.2 | Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text. |
| 6.3.R.3 | Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme • conflict (<i>i.e., internal and external</i>) |
| 6.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* <p><i>*Students will find textual evidence when provided with examples.</i></p> |
| 6.3.R.5 | Students will categorize facts included in an argument as for or against an issue. |
| 6.3.R.6 | Students will analyze the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding. |
| 6.3.R.7 | Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 6.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue. |
| 6.3.W.2 | INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure. |
| 6.3.W.3 | OPINION - Grade Level Focus Students will clearly state an opinion supported with facts and details. |
| 6.3.W.4 | Students will show relationships among facts, opinions, and supporting details. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 6.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 6.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words. |
| 6.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

6th Grade

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| 6.4.R.4 | Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms. |
| 6.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 6.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. |
| 6.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 6.5.R.1 | Students will recognize simple and compound sentences to signal differing relationships among ideas. |
| 6.5.R.2 | Students will recognize verb tense to signify various times, sequences, states, and conditions in text. |
| 6.5.R.3 | Students will recognize the subject and verb agreement. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 6.5.W.1 | Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. |
| 6.5.W.2 | Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas. |
| 6.5.W.3 | Students will use intensive and reflexive pronouns. |
| 6.5.W.4 | Students will recognize and correct inappropriate shifts in pronoun number and person. |
| 6.5.W.5 | Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| 6: Research -Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 6.6.R.1 | Students will use their own viable research questions to find information about a specific topic. |
| 6.6.R.2 | Students will record and organize information from various primary and secondary sources (e.g., print and digital). |
| 6.6.R.3 | Students will determine the relevance, reliability, and validity of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 6.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two). |
| 6.6.W.2 | Students will refine and formulate a viable research question and/or topic from initial findings. |
| 6.6.W.3 | Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support. |
| 6.6.W.4 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 6.7.R.1 | Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings. |
| 6.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 6.7.W.1 | Students will create multimodal content that effectively communicates ideas using technologies and appropriate media. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

6th Grade

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| 6.7.W.2 | Students will create presentations that integrate visual displays and other multimedia to enrich the presentation. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 6.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 6.8.W | Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and explain how concepts relate to one another. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

7th Grade

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading-Students will develop and apply effective communication skills through speaking and active listening.

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| 7.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues. |
| 7.1.R.2 | Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. |
| 7.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |

Writing-Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

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| 7.1.W.1 | Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea. |
| 7.1.W.2 | Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Fluency-Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

Students will continue to review and apply earlier grade level expectations for this standard.

If these fluency skills are not mastered, students will address skills from previous grades.

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

Reading-Students will read and comprehend increasingly complex literary and informational texts.

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| 7.2.R.1 | Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. |
| 7.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to distinguish genres. |
| 7.2.R.3 | Students will paraphrase main ideas with supporting details in a text. |

Writing-Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

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| 7.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 7.2.W.2 | Students will plan (e.g., outline) and prewrite a first draft as necessary. |
| 7.2.W.3 | Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays. |
| 7.2.W.4 | Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view. |
| 7.2.W.5 | Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and |

3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.

Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

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| 7.3.R.1 | Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational |
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OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

7th Grade

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| | texts. |
| 7.3.R.2 | Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text. |
| 7.3.R.3 | Students will analyze how key literary elements contribute to the meaning of the literary work: <ul style="list-style-type: none"> • setting • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme • conflict (<i>i.e., internal and external</i>) |
| 7.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism • tone • irony* <p><i>*Students will find textual evidence when provided with examples.</i></p> |
| 7.3.R.5 | Students will distinguish factual claims from opinions. |
| 7.3.R.6 | Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions. |
| 7.3.R.7 | Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 7.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events. |
| 7.3.W.2 | INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. |
| 7.3.W.3 | ARGUMENT - Grade Level Focus Students will introduce a claim and organize reasons and evidence, using credible sources. |
| 7.3.W.4 | Students will show relationships among the claim, reasons, and evidence. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

7th Grade

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| 7.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 7.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words. |
| 7.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 7.4.R.4 | Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words. |
| 7.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 7.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. |
| 7.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 7.5.R.1 | Students will recognize the correct use of prepositional phrases and dependent clauses. |
| 7.5.R.2 | Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| 7.5.R.3 | Students will recognize the subject and verb agreement. |
| 7.5.R.4 | Students will recognize and correct misplaced and dangling modifiers. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 7.5.W.1 | Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. |
| 7.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. |
| 7.5.W.3 | Students will use prepositional phrases and clauses (e.g., dependent and independent) in writing. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 7.6.R.1 | Students will use their own viable research questions and thesis statements to find information about a specific topic. |
| 7.6.R.2 | Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital). |
| 7.6.R.3 | Students will determine the relevance, reliability, and validity of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 7.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two). |
| 7.6.W.2 | Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement. |
| 7.6.W.3 | Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism. |
| 7.6.W.4 | Students will summarize and present information in a report. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

7th Grade

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| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 7.7.R.1 | Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings. |
| 7.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |
| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 7.7.W.1 | Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic. |
| 7.7.W.2 | Students will utilize multimedia to clarify information and strengthen claims or evidence. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 7.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 7.8.W | Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and discover different perspectives. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

8th Grade

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 8.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. |
| 8.1.R.2 | Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. |
| 8.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 8.1.W.1 | Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. |
| 8.1.W.2 | Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text. | |
| Fluency -Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. | |
| Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades. | |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 8.2.R.1 | Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts. |
| 8.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres. |
| 8.2.R.3 | Students will generalize main ideas with supporting details in a text. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. | |
| 8.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 8.2.W.2 | Students will plan (e.g., outline) and prewrite a first draft as necessary. |
| 8.2.W.3 | Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays. |
| 8.2.W.4 | Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view. |
| 8.2.W.5 | Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 8.3.R.1 | Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. |
| 8.3.R.2 | Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text. |
| 8.3.R.3 | Students will analyze how authors use key literary elements to contribute to the meaning of a text: <ul style="list-style-type: none">• setting |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

8th Grade

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| | <ul style="list-style-type: none"> • plot • characters (<i>i.e., protagonist, antagonist</i>) • characterization • theme • conflict (<i>i.e., internal and external</i>) |
| 8.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • tone • symbolism • irony |
| 8.3.R.5 | Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated. |
| 8.3.R.6 | Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making complex inferences about texts to draw logical conclusions from textual evidence. |
| 8.3.R.7 | Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 8.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot (<i>i.e., flashback and foreshadowing</i>), setting, point of view, conflict, dialogue, and sensory details. |
| 8.3.W.2 | INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. |
| 8.3.W.3 | ARGUMENT - Grade Level Focus Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources. |
| 8.3.W.4 | Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 8.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 8.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words. |
| 8.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

8th Grade

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| 8.4.R.4 | Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words. |
| 8.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 8.4.W.1 | Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. |
| 8.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 8.5.R.1 | Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses. |
| 8.5.R.2 | Students will recognize the use of active and passive voice. |
| 8.5.R.3 | Students will recognize and correct inappropriate shifts in verb tense. |
| 8.5.R.4 | Students will recognize the subject and verb agreement, and correct as necessary. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 8.5.W.1 | Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. |
| 8.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. |
| 8.5.W.3 | Students will use verbals (e.g., gerunds, participles, infinitives) in writing. |
| 8.5.W.4 | Students will form and use verbs in the active and passive voice. |
| 8.5.W.5 | Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 8.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |
| 8.6.R.2 | Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital). |
| 8.6.R.3 | Students will determine the relevance, reliability, and validity of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 8.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two). |
| 8.6.W.2 | Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement. |
| 8.6.W.3 | Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism. |
| 8.6.W.4 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 8.7.R.1 | Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings. |
| 8.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

8th Grade

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| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 8.7.W.1 | Students will select, organize, or create multimodal content that encompasses different points of view. |
| 8.7.W.2 | Students will utilize multimedia to clarify information and emphasize salient points. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 8.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 8.8.W | Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and analyze different perspectives. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

9th Grade, English I

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading —Students will develop and apply effective communication skills through speaking and active listening. | |
| 9.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. |
| 9.1.R.2 | Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. |
| 9.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing —Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 9.1.W.1 | Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. |
| 9.1.W.2 | Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process – Students will use a variety of recursive reading and writing processes. | |
| Reading —Students will read and comprehend increasingly complex literary and informational texts. | |
| 9.2.R.1 | Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |
| 9.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres. |
| 9.2.R.3 | Students will synthesize main ideas with supporting details in texts. |
| Writing —Students will develop and strengthen writing by engaging in a recursive process that includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 9.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 9.2.W.2 | Students will plan (e.g., outline) and prewrite a first draft as necessary. |
| 9.2.W.3 | Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays. |
| 9.2.W.4 | Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view. |
| 9.2.W.5 | Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check). |
| 3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. | |
| Reading —Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., fiction, nonfiction, informational text, poetry, & drama) from a variety of historical, cultural, ethnic, and global perspectives. | |
| 9.3.R.1 | Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. |
| 9.3.R.2 | Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

9th Grade, English I

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| 9.3.R.3 | Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none">• setting• plot• characters (i.e., protagonist, antagonist)• character development• theme• conflict (i.e., internal and external)• archetypes |
| 9.3.R.4 | Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none">• simile• metaphor• personification• onomatopoeia• hyperbole• imagery• tone• symbolism• irony |
| 9.3.R.5 | Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated. |
| 9.3.R.6 | Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences. |
| 9.3.R.7 | Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing —Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 9.3.W.1 | NARRATIVE - Grade Level Focus Students will write nonfiction narratives (e.g., memoirs, personal essays). |
| 9.3.W.2 | INFORMATIVE - Grade Level Focus Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style. |
| 9.3.W.3 | INFORMATIVE - Grade Level Focus Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). |
| 9.3.W.4 | ARGUMENT Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

9th Grade, English I

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| 9.3.W.5 | ARGUMENT Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument. |
| 9.3.W.6 | ARGUMENT Students will blend multiple modes of writing to produce effective argumentative essays. |
| Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading —Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 9.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 9.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words. |
| 9.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 9.4.R.4 | Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words. |
| 9.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases. |
| Writing —Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 9.4.W.1 | Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. |
| 9.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading —Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 9.5.R.1 | Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings. |
| 9.5.R.2 | Students will recognize the use of active and passive voice. |
| 9.5.R.3 | Students will recognize and correct inappropriate shifts in verb tense. |
| 9.5.R.4 | Students will recognize the subject and verb agreement, and correct as necessary. |
| Writing —Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 9.5.W.1 | Students will write using correct mechanics with a focus on punctuation marks as needed. |
| 9.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. |
| 9.5.W.3 | Students will use parallel structure. |
| 9.5.W.4 | Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading —Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 9.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |
| 9.6.R.2 | Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital). |
| 9.6.R.3 | Students will evaluate the relevance, reliability, and validity of the information gathered. |
| Writing —Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

9th Grade, English I

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| 9.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two). |
| 9.6.W.2 | Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement. |
| 9.6.W.3 | Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism. |
| 9.6.W.4 | Students will summarize and present information in a report. |
| 7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading –Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 9.7.R.1 | Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings. |
| 9.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |
| Writing –Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 9.7.W.1 | Students will create a variety of multimodal content to engage specific audiences. |
| 9.7.W.2 | Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading –Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 9.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing –Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 9.8.W | Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw appropriate conclusions. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

10th Grade, English II

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading —Students will develop and apply effective communication skills through speaking and active listening. | |
| 10.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. |
| 10.1.R.2 | Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. |
| 10.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing —Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 10.1.W.1 | Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. |
| 10.1.W.2 | Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading —Students will read and comprehend increasingly complex literary and informational texts. | |
| 10.2.R.1 | Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |
| 10.2.R.2 | Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose. |
| Writing —Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. | |
| 10.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 10.2.W.2 | Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary. |
| 10.2.W.3 | Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays. |
| 10.2.W.4 | Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts. |
| 10.2.W.5 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>). |
| 3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing. | |
| Reading —Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 10.3.R.1 | Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres. |
| 10.3.R.2 | Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. |
| 10.3.R.3 | Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none">• character development• theme |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

10th Grade, English II

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| | <ul style="list-style-type: none"> • conflict (<i>i.e., internal and external</i>) • archetypes |
| 10.3.R.4 | Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> • figurative language • imagery • tone • symbolism • irony |
| 10.3.R.5 | Students will distinguish among different kinds of evidence (<i>e.g., logical, empirical, anecdotal</i>) used to support conclusions and arguments in texts. |
| 10.3.R.6 | Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences. |
| 10.3.R.7 | Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing -Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 10.3.W.1 | NARRATIVE Students will write narratives embedded in other modes as appropriate. |
| 10.3.W.2 | INFORMATIVE - Grade Level Focus Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style. |
| 10.3.W.3 | INFORMATIVE - Grade Level Focus Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). |
| 10.3.W.4 | ARGUMENT - Grade Level Focus Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources. |
| 10.3.W.5 | ARGUMENT - Grade Level Focus Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument. |
| 10.3.W.6 | ARGUMENT - Grade Level Focus Students will blend multiple modes of writing to produce effective argumentative essays. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading -Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 10.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 10.4.R.2 | Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words. |
| 10.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 10.4.R.4 | Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

10th Grade, English II

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| 10.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases. |
| Writing -Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 10.4.W.1 | Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. |
| 10.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading -Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 10.5.R | Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles. |
| Writing -Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 10.5.W.1 | Students will write using correct mechanics. |
| 10.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas. |
| 10.5.W.3 | Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading -Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 10.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |
| 10.6.R.2 | Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines. |
| 10.6.R.3 | Students will evaluate the relevance, reliability, and validity of the information gathered. |
| Writing -Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 10.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). |
| 10.6.W.2 | Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement. |
| 10.6.W.3 | Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism. |
| 10.6.W.4 | Students will synthesize and present information in a report. |
| 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading -Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 10.7.R.1 | Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings. |
| 10.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

10th Grade, English II

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| Writing -Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 10.7.W.1 | Students will critique the sources of multimodal content. |
| 10.7.W.2 | Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading -Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 10.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing -Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 10.8.W | Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

11th Grade, English III

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| 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 11.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. |
| 11.1.R.2 | Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. |
| 11.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 11.1.W.1 | Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. |
| 11.1.W.2 | Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 11.2.R.1 | Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |
| 11.2.R.2 | Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author’s purpose. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. | |
| 11.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 11.2.W.2 | Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary. |
| 11.2.W.3 | Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays. |
| 11.2.W.4 | Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts. |
| 11.2.W.5 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>). |
| 3: Critical Reading and Writing –Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 11.3.R.1 | Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres. |
| 11.3.R.2 | Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. |
| 11.3.R.3 | Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> ● theme ● archetypes |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

11th Grade, English III

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| 11.3.R.4 | 11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> • imagery • tone • symbolism • irony |
| 11.3.R.5 | Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints. |
| 11.3.R.6 | Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions. |
| 11.3.R.7 | Students will make connections (<i>e.g., thematic links, literary analysis, authors' style</i>) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing —Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 11.3.W.1 | NARRATIVE Students will write narratives embedded in other modes as appropriate. |
| 11.3.W.2 | INFORMATIVE Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style. |
| 11.3.W.3 | INFORMATIVE Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). |
| 11.3.W.4 | ARGUMENT Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources. |
| 11.3.W.5 | ARGUMENT Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument. |
| 11.3.W.6 | ARGUMENT Students will blend multiple modes of writing to produce effective argumentative essays. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading —Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 11.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 11.4.R.2 | Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words. |
| 11.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 11.4.R.4 | Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

11th Grade, English III

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| 11.4.R.5 | Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed. |
| Writing —Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 11.4.W.1 | Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. |
| 11.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language —Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading —Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 11.5.R | Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate. |
| Writing —Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 11.5.W.1 | Students will write using correct mechanics. |
| 11.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas. |
| 11.5.W.3 | Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading —Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 11.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |
| 11.6.R.2 | Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines. |
| 11.6.R.3 | Students will evaluate the relevance, reliability, and validity of the information gathered. |
| Writing —Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 11.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). |
| 11.6.W.2 | Students will integrate findings from sources using a well-developed thesis statement. |
| 11.6.W.3 | Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism. |
| 11.6.W.4 | Students will synthesize and present information in a report. |
| 7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading —Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 11.7.R.1 | Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings. |
| 11.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |
| Writing —Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 11.7.W.1 | Students will design and develop multimodal content for a variety of purposes. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

11th Grade, English III

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| 11.7.W.2 | Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading —Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 11.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing —Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 11.8.W | Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

12th Grade, English IV

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| 1: Speaking and Listening - Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. | |
| Reading -Students will develop and apply effective communication skills through speaking and active listening. | |
| 12.1.R.1 | Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. |
| 12.1.R.2 | Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. |
| 12.1.R.3 | Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings. |
| Writing -Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations. | |
| 12.1.W.1 | Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. |
| 12.1.W.2 | Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member. |
| 2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes. | |
| Reading -Students will read and comprehend increasingly complex literary and informational texts. | |
| 12.2.R.1 | Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |
| 12.2.R.2 | Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose. |
| Writing -Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing. | |
| 12.2.W.1 | Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. |
| 12.2.W.2 | Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary. |
| 12.2.W.3 | Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays. |
| 12.2.W.4 | Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts. |
| 12.2.W.5 | Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>). |
| 3: Critical Reading and Writing – Students will apply critical thinking skills to reading and writing. | |
| Reading -Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives. | |
| 12.3.R.1 | Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres. |
| 12.3.R.2 | Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. |
| 12.3.R.3 | Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. |
| 12.3.R.4 | Students will evaluate literary devices to support interpretations of texts, including comparisons across texts. |
| 12.3.R.5 | Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

12th Grade, English IV

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| 12.3.R.6 | Students will comparatively analyze the structures of texts (<i>e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions. |
| 12.3.R.7 | Students will make connections (<i>e.g., thematic links, literary analysis, authors' style</i>) between and across multiple texts and provide textual evidence to support their inferences. |
| Writing —Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | |
| 12.3.W.1 | NARRATIVE Students will write narratives embedded in other modes as appropriate. |
| 12.3.W.2 | INFORMATIVE Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style. |
| 12.3.W.3 | INFORMATIVE Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s). |
| 12.3.W.4 | ARGUMENT Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources. |
| 12.3.W.5 | ARGUMENT Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument. |
| 12.3.W.6 | ARGUMENT Students will blend multiple modes of writing to produce effective argumentative essays. |
| 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts. | |
| Reading —Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion. | |
| 12.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |
| 12.4.R.2 | Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words. |
| 12.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |
| 12.4.R.4 | Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words. |
| 12.4.R.5 | Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed. |
| Writing —Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing. | |
| 12.4.W.1 | Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. |
| 12.4.W.2 | Students will select appropriate language to create a specific effect according to purpose in writing. |
| 5: Language – Students will apply knowledge of grammar and rhetorical style to reading and writing. | |
| Reading —Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts. | |
| 12.5.R | Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate. |



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS

12th Grade, English IV

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| Writing – Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. | |
| 12.5.W.1 | Students will write using correct mechanics. |
| 12.5.W.2 | Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas. |
| 12.5.W.3 | Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests. |
| 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge. | |
| Reading –Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. | |
| 12.6.R.1 | Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. |
| 12.6.R.2 | Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines. |
| 12.6.R.3 | Students will evaluate the relevance, reliability, and validity of the information gathered. |
| Writing –Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. | |
| 12.6.W.1 | Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>). |
| 12.6.W.2 | Students will integrate findings from sources using a well-developed thesis statement. |
| 12.6.W.3 | Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism. |
| 12.6.W.4 | Students will synthesize and present information in a report. |
| 7: Multimodal Literacies – Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts. | |
| Reading –Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments. | |
| 12.7.R.1 | Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments. |
| 12.7.R.2 | Students will analyze the impact of selected media and formats on meaning. |
| Writing –Students will create multimodal texts to communicate knowledge and develop arguments. | |
| 12.7.W.1 | Students will create multimodal content to communicate knowledge and defend arguments. |
| 12.7.W.2 | Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. |
| 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal. | |
| Reading –Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes. | |
| 12.8.R | Students will select appropriate texts for specific purposes and read independently for extended periods of time. |
| Writing –Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. | |
| 12.8.W | Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives. |

