

Draft Oklahoma Academic Standards for English language arts- July 2015
Prekindergarten, Kindergarten, First, Second, Third and Fourth Oklahoma Academic Standards for English language arts - July 2015 Draft

Standard 1: Speaking and Listening

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

Reading / Listening

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

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students will ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students will determine the purpose for listening and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	Students will retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Students will summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Writing / Speaking

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

Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of discussions.

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to participate in collaborative conversations about pre kindergarten topics and texts with peers and adults in small and larger groups.	Students will participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.	Students will participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.	Students will participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups.	Students will engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Students will engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Oral Presentation of Knowledge and Ideas

Develop and apply speaking skills to communicate ideas effectively in a variety of situations.

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to orally describe personal interests or tell stories to classmates.	Students will orally describe personal interests, tell stories, or recite poems, facing the audience and speaking clearly.	Students will orally explain personal interests, tell stories, or recite poems, speaking clearly with adequate volume and keeping eye contact with the audience.	Students will tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Students will report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Standard 2: Reading Process / Writing Process

Students will use a variety of recursive reading and writing processes to produce and consume texts.

Reading

Students will read increasingly more complex texts fluently to create meaning.

Comprehension

Comprehension is the construction of meaning built through interacting with text.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to use prereading skills and strategies.</p> <p>With guidance and support, students will apply comprehension skills and strategies during and after reading:</p> <p>*make and confirm/modify predictions during shared reading.</p> <p>*ask and answer questions about texts..</p> <p>*tell what is happening in a picture or illustration.</p> <p>*retell or reenact major events in a story.</p> <p>*identify characters in a story.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p>	<p>With guidance and support, students will use prereading skills and strategies.</p> <p>With guidance and support, students will apply comprehension skills and strategies during reading:</p> <p>*make and confirm/modify predictions during shared reading.</p> <p>*ask and answer questions about texts.</p> <p>*tell what is happening in a picture or illustration.</p> <p>*retell or reenact major events in a story.</p> <p>*identify characters in a story.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p>	<p>Students will use prereading skills and strategies with literary, informational and digital texts and/or media.</p> <p>Students will apply comprehension skills and strategies during reading:</p> <p>*make and confirm/modify predictions while reading.</p> <p>*ask and answer questions about characters, setting and events in the story.</p> <p>*use the illustrations and texts to describe characters, setting and what is happening in a story.</p> <p>*retell or reenact major events in a story.</p> <p>*identify and describe characters in a story.</p> <p>*identify who is telling the story in the text.</p> <p>*sequence events of a literary or nonfiction text.</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*With guidance and support, students will begin to monitor their own comprehension and adjust strategies when necessary.</p>	<p>Students will identify genre and use prereading skills and strategies with literary, informational and digital texts and/or media.</p> <p>Students will apply comprehension skills and strategies during reading:</p> <p>*make and confirm/modify predictions while reading.</p> <p>*ask and answer questions about who, what, where, when, how and why to demonstrate understanding and clarify details in the text.</p> <p>*make connections between the text and illustrations</p> <p>*retell or reenact major events in a story focusing on important details</p> <p>*identify characters in a story and explain how they react to events in the text.</p> <p>*sequence events of a literary or nonfiction text</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*monitor their own comprehension and adjust strategies when necessary.</p>	<p>Students will identify genre and use prereading skills and strategies with literary, informational and digital texts and/or media.</p> <p>Students will apply comprehension skills and strategies during reading:</p> <p>*make and confirm/modify predictions while reading.</p> <p>*ask and answer literal questions, using the text to support answers</p> <p>*with guidance and support, ask and answer inferential questions,</p> <p>*demonstrate their understanding that the illustrations support the character and plot development</p> <p>*identify and describe characters and how their actions affect the events in the text</p> <p>*identify the point of view of the narrator</p> <p>*connects information and events to real life when being read a literary, information, or digital text.</p> <p>*summarize major events in a story.</p> <p>*determine the main idea of a passage and identify supporting details.</p> <p>*respond to text.</p> <p>*monitor their own comprehension and adjust strategies when necessary.</p>	<p>Students will identify genre and use prereading skills and strategies with literary, informational and digital texts and/or media.</p> <p>Students will apply comprehension skills and strategies during reading:</p> <p>*make and confirm/modify predictions while reading.</p> <p>*ask and answer both literal and inferential questions, using the text to support answers.</p> <p>*explain how the illustrations support aspects of the text.</p> <p>*identify characters in a story and how their motives and actions affect the plot of the story.</p> <p>*connects information and events to real life when reading a literary, information, or digital text.</p> <p>*respond to text.</p> <p>*monitor their own comprehension and adjust strategies when necessary.</p>

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Phonological Awareness

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds.

PRE-K	K	1st	2nd	3 rd	4th
<p>With guidance and support, students will begin to:</p> <p>a. hear and identify syllables in spoken words</p> <p>b. identify spoken words that rhyme.</p> <p>c. discriminate and identify:</p> <ul style="list-style-type: none"> *beginning sounds in spoken words. *beginning sounds in a set of words. *onsets and rimes in one syllable words. <p>d. segment and blend sounds (phonemes) in words with 2 or 3 sounds.</p>	<p>Students will:</p> <p>a. hear, identify and count syllables in spoken words.</p> <p>b. identify and produce pairs of rhyming words.</p> <p>c. discriminate and identify:</p> <ul style="list-style-type: none"> *beginning and ending sounds in spoken words. *beginning sounds in a set of words. *onsets and rimes in one syllable words. <p>d. segment and blend sounds (phonemes) in one syllable words.</p>	<p>Students will:</p> <p>a. hear, identify and count syllables in spoken words.</p> <p>b. identify and produce groups of rhyming words.</p> <p>c. discriminate and identify:</p> <ul style="list-style-type: none"> *beginning, middle and ending sounds in a word. *onsets and rimes in one syllable words <p>d. segment and blend sounds (phonemes) in one syllable words.</p> <p>e. add, delete, or substitute sounds (phonemes) in a word.</p>	<p>Students will:</p> <p>a. add, delete, or substitute phonemes in words.</p>	<p>This category does not extend into third grade.</p>	<p>This category does not extend into fourth grade.</p>

Print Concepts

Demonstrate understanding of the organization and basic features of print, including printed materials that provide information and tell stories.

Pre-K	K	1st	2 nd	3 rd	4th
<p>With guidance and support, students will begin to demonstrate correct book orientation and identify the front and back cover of a book.</p> <p>With guidance and support, students will begin to understand that print moves from top to bottom, left to right and front to back.</p> <p>With guidance and support, students will describe the role of an author and illustrator, telling how they contribute to a story.</p> <p>With guidance and support, students will understand that print carries a message by recognizing labels, signs and other print in the environment.</p> <p>With guidance and support, students will understand that written words are made up of letters and are separated by spaces.</p> <p>With guidance and support, students will demonstrate the connection between spoken and written words.</p>	<p>Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.</p> <p>Students will point to show that print moves from top to bottom, left to right and front to back.</p> <p>Students will identify the author and illustrator, and explain the roles of each.</p> <p>Students will point to show that written words are made up of letters and are separated by spaces.</p> <p>Students will identify punctuation (e.g., period, exclamation mark, question mark)</p> <p>Students will identify and name all uppercase and lowercase letters.</p>	<p>Students will print their own first name, last name, words and sentences legibly, using upper- and lower case letters and leaving spaces between words.</p> <p>Students will track print with finger to match voice and show that print moves across the page from left to right and down the page from top to bottom.</p> <p>Students will identify punctuation (e.g., period, exclamation mark, question mark, comma, quotation mark)</p>	<p>This category does not extend into second grade.</p>	<p>This category does not extend into third grade.</p>	<p>This category does not extend into fourth grade.</p>

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<p>With guidance and support, students will recognize punctuation marks in print during shared reading.</p>					
<p>Decoding: Phonics, Word Recognition and Structural Analysis Students will recognize sight words and decode and read words by applying phonics and word analysis skills.</p>					
Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to recognize sound association for some letters.</p> <p>With guidance and support, students will name and print the majority of the letters in their first name and many uppercase and lowercase letters.</p>	<p>Students will demonstrate basic knowledge of one -to -one letter- sound correspondences by producing the primary sound or most frequent sounds for each consonant and the short vowel sound for each vowel.</p> <p>Students will blend letter sounds to decode simple VC and CVC words.</p> <p>Students will read some common high frequency words by sight.</p>	<p>Students will demonstrate use of decoding skills and context when reading new words in a text.</p> <p>Students will use letter -sound knowledge of the following to decode phonetically regular words:</p> <ul style="list-style-type: none"> *single consonants. *short and long vowels and the related graphemes. *vowel digraphs. *silent e vowel- consonants. *consonant blends. *consonant digraphs and trigraphs. *r- controlled vowels. *knowledge of the major syllable patterns <p>Students will read words in common word families.</p> <p>Students will decode phonetically regular words having the same consonant but with two different common sounds.</p> <p>Students will read common, irregularly spelled sight words.</p>	<p>Students will demonstrate use of decoding skills and context when reading new words in a text.</p> <p>Students will decode one and two-syllable words using letter- sound knowledge of the following independent of context:</p> <ul style="list-style-type: none"> *short and long vowels and the related graphemes, vowel digraphs, silent e vowels, consonant-e. *consonant blends. *consonant digraphs and trigraphs. *r- controlled vowels. *vowel diphthongs (vowel combinations having two vowel sounds). *knowledge of the six major syllable patterns to decode two syllable words independent of context. <p>Students will read common abbreviations</p> <p>Students will read common, irregularly spelled sight words.</p>	<p>Students will demonstrate use of decoding skills and context to identify new words in a text, including multisyllabic words.</p> <p>Students will decode and read words in common word families.</p> <p>Students will use knowledge of common roots and related prefixes and suffixes to decode words.</p> <p>Students will recognize and read grade-appropriate irregularly spelled words.</p>	<p>Students will use their combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words, both in context and out of context.</p> <p>Students will recognize and read grade-appropriate irregularly spelled words and important words from all grade -specific content curricula.</p>

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Fluency

Fluency is accurate reading at an appropriate rate for the text with appropriate expression to aid understanding.

Pre-K	K	1st	2nd	3rd	4th
Standards from Print Concepts and Decoding are building the foundation for fluency instruction beginning in first grade.	Standards from Print Concepts and Decoding are building the foundation for fluency instruction beginning in first grade.	Students will orally read grade-appropriate text at an appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level.	Students will orally read grade-appropriate text at an appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level.	Students will orally read grade-appropriate text at an appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level.	Students will orally read grade-appropriate text at an appropriate rate smoothly and accurately with expression that connotes comprehension at the independent level.

Writing Process

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

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing.</p> <p>With guidance and support, students will express themselves through drawing and emergent writing.</p>	<p>Students will use appropriate grip and body posture to hold writing utensil when drawing, printing, or writing; and write most uppercase and lowercase letters of the alphabet, correctly.</p> <p>With guidance and support, students will express themselves through drawing and emergent writing.</p>	<p>Students will write all uppercase and lowercase letters legibly, and space letters, words, and sentences appropriately.</p> <p>With guidance and support, students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing.</p>	<p>Students will form letters correctly and space letters, words and sentences properly so that writing can be read easily by another person.</p> <p>Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing.</p>	<p>Students will print upper- and lowercase letters, and use them in words and sentences, spacing each appropriately.</p> <p>Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing.</p>	<p>Students will write legibly in print or cursive, forming letters and words that can be read by others and are spaced appropriately.</p> <p>Students will write using the process of prewriting, drafting, revising, editing, and, when appropriate, publishing.</p>

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Standard 3: Vocabulary

Students will expand their working vocabulary to effectively understand and communicate.

Reading

Students will build and apply vocabulary using various strategies to understand words while reading.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to develop an awareness of context clues and text features.</p> <p>With guidance and support, students will sort familiar objects into categories based on a common attribute.</p> <p>With guidance and support, students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>With guidance and support, students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p>	<p>With guidance and support, students will develop an awareness of context clues and text features.</p> <p>Students will identify and sort pictures of objects into categories based on a common attributes.</p> <p>With guidance and support, students will use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</p> <p>With guidance and support, students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p>	<p>With guidance and support, students will use decoding skills, context clues, and text features to identify new words.</p> <p>Students will identify and sort words into categories.</p> <p>Students will identify common root words, and their inflectional forms.</p> <p>Students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p>	<p>Students will use decoding skills, context clues, and text features to identify new words.</p> <p>Students will identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words.</p> <p>Students will use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.</p> <p>Students will acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p> <p>Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.</p>	<p>Students will use decoding skills, context clues, and text features to identify new words.</p> <p>Students will identify relationships among words, including synonyms, antonyms, homographs, homonyms..</p> <p>Students will use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.</p> <p>Students will determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language.</p> <p>Students will apply knowledge of vocabulary to understand text.</p>	<p>Students will use decoding skills and context clues. and word parts (affixes, roots, stems) to identify new words.</p> <p>Students will identify relationships among words with multiple meanings, including more complex homographs, homonyms, synonyms, antonyms.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>

Writing

Students will build vocabulary strategies and apply those strategies while writing.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to produce and expand complete sentences in shared language activities.</p>	<p>With guidance and support, students will produce and expand complete sentences in shared language activities.</p>	<p>With guidance and support, students will use grade level words, word parts, and domain specific vocabulary to communicate ideas.</p>	<p>Students will apply knowledge of grade level words, word parts, and domain specific vocabulary to communicate ideas.</p>	<p>Students will apply knowledge of word parts and domain specific vocabulary to communicate ideas.</p>	<p>Students will apply knowledge of word parts and domain specific vocabulary to communicate ideas.</p>

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Standard 4: Critical Reading & Critical Writing
Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate and respond to a variety of texts of all genres.

Pre-K	K	1st	2nd	3rd	4th
<p>This category of standards begins in kindergarten.</p>	<p>With guidance and support, students will identify the author's purpose.</p> <p>Students will ask questions to extend their understanding of a topic.</p>	<p>Students will identify the author's purpose.</p> <p>Students will ask questions to extend their own understanding of a topic.</p> <p>Students will make simple comparisons between story elements in a text.</p>	<p>Students will identify the author's purpose.</p> <p>Students will ask questions to extend their own understanding of a topic.</p> <p>Students will make comparisons between story elements within in a text and between related texts.</p>	<p>Students will identify the author's purpose.</p> <p>With guidance and support, students will identify the moral or theme of a story.</p> <p>Students will compare their own point of view with that of the narrator or characters in a text.</p> <p>Students will identify the structure and main idea of a text.</p>	<p>Students will identify the author's purpose.</p> <p>Students will determine the moral theme of a story, drama or poem.</p> <p>Students will compare/contrast characters, events, themes, point of view and styles of multiple texts.</p> <p>Students will compare and contrast the characteristics of narrative and informational text.</p> <p>Students will identify the structure and main idea of a text.</p>

Writing

Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences and voice appropriate to the situation.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will use drawing, labeling and dictating to express thoughts and ideas.</p>	<p>With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.</p>	<p>With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.</p>	<p>A. Narrative Students will write narratives with a beginning, middle, and end.</p> <p>B. Informative Students will write information about a topic.</p> <p>C. Opinion Students will express an opinion about a topic.</p>	<p>A. Narrative Students will write narratives with characters and a logical sequence of events.</p> <p>B. Informative Students will write information about a topic that contains a main idea and supporting details.</p> <p>C. Opinion Students will express an opinion about a topic and provide reasons to support the opinion.</p>	<p>A. Narrative Students will write narratives with setting, characters, a logical sequence of events, as well as a problem and solution.</p> <p>B. Informative Students will write information about a topic that contains a clear main idea, supporting details and a conclusion</p> <p>C. Opinion Students will express an opinion about a topic and provide fact-based reasons to support the opinion.</p>

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Standard 5: Language
Students will apply knowledge of grammar and rhetorical style to reading and writing.
(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

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

Pre-K	K	1st	2nd	3rd	4th
Standards in this category begin in first grade.	Standards in this category begin in first grade.	Students will expand simple and compound sentences.	Students will explain the functions of different types (e.g., action, linking) and tenses of verbs.	Students will explain the function of nouns, pronouns, verbs, adjectives, and adverbs, and their functions in particular sentences. Students will use verb tense to identify setting, times and sequences in text.	Students will explain the function of nouns, pronouns, verbs, adjectives, and adverbs, and their functions in particular sentences. Students will use verb tense to identify setting, times, sequences and conditions in text.

Writing
 Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.

Pre-K	K	1st	2nd	3rd	4th
Standards in this category begin in kindergarten.	With guidance and support, students will compose simple, grammatically correct sentences. Students will write sentences that: *use common nouns and verbs. *include plurals of common nouns.	Students will compose simple, grammatically correct sentences, with proper mechanics. Students will write sentences that: *include common, proper, singular and plural nouns and personal pronouns. *use verbs to convey a sense of past, present, and future. *use frequently occurring adjectives. *use frequently occurring conjunctions.	Students will compose grammatically correct sentences with proper mechanics. Students will write sentences that include: *common, proper, possessive, and collective nouns, and personal and possessive nouns. *include past tense or irregularly past tense verbs.	Students will compose grammatically correct sentences, with proper mechanics. Students will write sentences that include: *abstract nouns. *correct forms of regular and irregular plural nouns. *regular and irregular verbs. *correctly formed simple verb tenses.	Students will compose grammatically correct sentences when writing texts. Students will write sentences that include: *relative pronouns and reflexive pronouns and explaining. *correct form of progressive verbs. *correct forms of commonly confused words. *recognize and correct incomplete sentences.

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Standard 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.

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	With guidance and support, students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	Students will decide who can answer questions about their topic or what resources they will need to find the information. Students will consult local experts to locate or gather information. Students will organize information found during group or individual research, using graphic organizers or other aids.	Students will use their own questions to find information on their topic. Students will identify the location and purpose of various visual and text reference source. With guidance and support, students will determine the accuracy and relevance of the information for their specific topic of interest.	Students will locate information in reference texts, electronic resources, or through interviews Students will determine the accuracy and relevance of the information for their specific topic of interest.	Students will use organizational features of print and digital sources efficiently to locate further information. Students will determine the accuracy of the information gathered.

Writing
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to list topics of interest about prekindergarten topics and decide who can answer their questions.	With guidance and support, students will generate topics of interest about their school or community and decide who can answer their questions. Students will talk about information learned in print.	Students will generate questions about their community. Students will make informal presentations of information gathered.	Students will generate a list of topics of interest and individual questions about one specific topic of interest. Students will summarize and present their information in written and oral reports or display.	Students will generate a list of topics of interest and their individual questions about one specific topic of interest. Students will organize and present the information in a report or annotated display.	Students will generate a viable research question about a specific topic. Students will summarize and organize information using a variety of tools. Students will record pertinent source and follow an established format. Students will cite all quoted words, introducing them in one's own words, and identify sources Students will present the research project and evaluate how completely, accurately, and efficiently the major research question was explored or answered.

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Standard 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.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will begin to use provided print and digital resources to gather information and answer questions.</p> <p>With guidance and support, students will become familiar with multiple formats of print and digital text.</p>	<p>With guidance and support, students will use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information.</p> <p>Students will use multiple formats of print and digital text.</p>	<p>With guidance and support, students will use provided print and digital resources to gather information, answer questions, and demonstrate understanding of information.</p> <p>Students will use multiple formats of print and digital text.</p>	<p>With guidance and support, students will locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>Students will use multiple formats of print and digital text.</p>	<p>Students will locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>Students will use multiple formats of print and digital text.</p>	<p>Students will locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.</p> <p>Students will use multiple formats of print and digital text.</p>

Writing
Students will create multimodal texts to communicate knowledge and develop arguments.

Pre-K	K	1st	2nd	3rd	4th
<p>With guidance and support, students will practice safe behaviors when communicating and interacting with others in all forms of communication.</p> <p>With guidance and support, students will begin to use appropriate digital tools to communicate with others.</p>	<p>With guidance and support, students will practice safe behaviors when communicating and interacting with others in all forms of communication.</p> <p>With guidance and support, students will use appropriate digital tools to communicate with others.</p>	<p>With guidance and support, students will practice safe behaviors when communicating and interacting with others in all forms of communication.</p> <p>With guidance and support, students will use appropriate digital tools to communicate with others.</p>	<p>With guidance and support, students will create a visual message that effectively communicates an idea using technology or appropriate media.</p> <p>With guidance and support, students will use appropriate digital tools to communicate with others.</p>	<p>Students will create a visual message that effectively communicates an idea using technology or appropriate media.</p> <p>With guidance and support, students will use appropriate digital tools to communicate with others.</p>	<p>Students will create a visual message that effectively communicates an idea using technology or appropriate media.</p> <p>With guidance and support, students will use appropriate digital tools to communicate with others.</p>

Standard 8: Independent Reading and Writing
 Students will read and write for a variety of purposes, including but not limited to academic and personal for extended periods of time.

Reading

Students will independently read for a variety of purposes and for extended periods of time.
 Students will select appropriate texts for specific purposes.

Pre-K	K	1st	2nd	3rd	4th
Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.	Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.	Students will read independently for academic and personal purposes for extended periods of time. Students will select appropriate texts for specific purposes.	Students will read independently for academic and personal purposes for extended periods of time. Students will select appropriate texts for specific purposes.	Students will read independently for academic and personal purposes for extended periods of time. Students will select appropriate texts for specific purposes.	Students will read independently for academic and personal purposes for extended periods of time. Students will select appropriate texts for specific purposes.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

Pre-K	K	1st	2nd	3rd	4th
With guidance and support, students will begin to participate in writing activities for increasingly extended periods of time.	With guidance and support, students will participate in writing activities for increasingly extended periods of time.	Students will write independently for extended periods of time.	Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

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Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 1. Speaking and Listening

Students will speak and listen in a variety of situations, including but not limited to responses to reading and writing.

	5	6	7	8
<p>Reading Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine, and share knowledge of print and non-print texts.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will ask and answer questions in pairs, groups, and whole class settings.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will participate in and contribute ideas to pairs, groups, and whole class settings.</p>	<p>Students will be active speakers and listeners.</p> <p>Student will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas and building on the ideas of others.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas, building on and questioning the ideas of others.</p>
<p>Writing Students will engage in discourse and collaborate in pairs, groups, and whole class discussion to create individual and group projects and presentations.</p>	<p>Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.</p>	<p>Students will give formal and informal presentations in a group or individually, using vocabulary appropriate to audience, content, and purpose.</p>	<p>Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.</p>	<p>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 2. Reading Process/Writing Process

Students will use a variety of recursive reading and writing processes to produce and consume texts.

	5	6	7	8
<p>Reading Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p>	<p>Students will identify genre, connect and respond to texts, and provide an objective summary, including main idea and supporting details.</p> <p>Students will make inferences and use evidence from the text to support their analyses.</p>	<p>Students will identify genre, connect and respond to texts. Students will provide an objective summary, and paraphrase with support.</p> <p>Students will make inferences and cite textual evidence to support their analyses.</p>	<p>Students will identify genre, connect and respond to texts, provide an objective summary, paraphrase parts of the text, and generalize with support.</p> <p>Students will make inferences and draw conclusions citing relevant textual evidence to support their analyses.</p>	<p>Students will identify genre, connect and respond to texts, summarize, paraphrase, and generalize.</p> <p>Students will make inferences and draw conclusions by citing textual evidence that most strongly supports their analyses.</p>
<p>Writing Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.</p>	<p>Students will use a recursive writing process to write for multiple purposes in all modes with a focus on narrative.</p>	<p>Students will use a recursive writing process to write in all modes with a focus on opinion.</p>	<p>Students will use a recursive writing process to write in all modes with a focus on informational.</p>	<p>Students will use a recursive writing process to write in all modes with a focus on argument.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 3. Vocabulary

Students will expand their working vocabulary to effectively understand and communicate.

	5	6	7	8
<p>Reading Students will expand vocabulary through reading, word study, and class discussion.</p>	<p>Students will use context clues, word origins, and word parts (affixes, roots, stems).</p> <p>Students will recognize words with multiple meanings.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will use context clues, word origins, and word parts (affixes, roots, stems).</p> <p>Students will recognize and understand words with multiple meanings.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will use context clues, word origins, and word parts (affixes, roots, stems).</p> <p>Students will recognize the connotation and denotation of words.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will understand word origins, and word parts (affixes, roots, stems).</p> <p>Students will recognize and understand the connotation and denotation of words.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>
<p>Writing Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.</p>	<p>Students will apply knowledge of word parts and domain-specific words to provide coherence in writing.</p> <p>Students will use figurative language to develop ideas.</p>	<p>Students will apply knowledge of word parts and domain-specific words to provide coherence in writing.</p> <p>Students will use word choice (including figurative language and idioms) to develop ideas.</p>	<p>Students will apply knowledge of word parts and domain-specific words to provide coherence in writing.</p> <p>Students will use word choice (including figurative language and idioms) to develop ideas to achieve a desired effect.</p>	<p>Students will apply knowledge of word parts and domain-specific words to provide coherence in writing.</p> <p>Students will use word choice (including figurative language, idioms, and analogies) to develop ideas to achieve a desired effect.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 4. Critical Reading/Critical Writing

Students will apply critical thinking skills to reading and writing.

	5	6	7	8
<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres from a variety of historical, cultural, and global perspectives.</p>	<p>Students will use close reading strategies (multiple readings, annotation) on grade-level literary and informational texts. Students will identify author’s purpose and compare and contrast characters and events.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements , focusing on point of view, simile, metaphor, and theme.</p> <p>B. Informational Students will identify the structure of a text, main idea, and author’s use of evidence.</p>	<p>Students will use close reading strategies (multiple readings, annotation) on grade-level literary and informational texts. Students will identify author’s purpose and compare and contrast characters and events.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on point of view, simile, metaphor, and theme.</p> <p>B. Informational Students will analyze what the text says explicitly and draw inferences using the author’s evidence.</p>	<p>Students will use close reading strategies (multiple readings, annotation) on grade-level literary and informational texts. Students will explain author’s purpose and compare and contrast themes.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on irony, symbol, theme, and tone.</p> <p>B. Informational Students will determine an author’s purpose by identifying the claims and supporting evidence.</p> <p>Students will recognize errors in reasoning.</p>	<p>Students will use close reading strategies (multiple readings, annotation) on grade-level literary and informational texts. Students will explain author’s purpose and compare and contrast themes.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on irony, symbol, theme, and tone.</p> <p>B. Informational Students will determine a main idea of a text and provide a summary, including how an author responds to conflicting evidence and viewpoints.</p> <p>Students will recognize errors in reasoning.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Writing

Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and a voice appropriate to the situation.

A. Narrative (Grade Level Focus)

Students write narratives incorporating techniques of setting, character, conflict, and plot structure.

B. Informative

Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.

C. Opinion

Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details.

A. Narrative

Students write narratives incorporating techniques of character development, conflict, introduction, resolution and conclusion.

B. Informative

Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.

C. Opinion (Grade Level Focus)

Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details and include a concluding statement.

A. Narrative

Students write narratives incorporating techniques of pacing, dialogue, and sensory language.

B. Informative (Grade Level Focus)

Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument

Introduce a claim and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.

A. Narrative

Students write narratives incorporating techniques of point of view and narration.

B. Informative

Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument (Grade Level Focus)

Introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 5. Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

	5	6	7	8
<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p>Students will explain the function of conjunctions, prepositions, and interjections in general and their effect in particular sentences.</p> <p>Use verb tense to identify various times, sequences, states, and conditions.</p>	<p>Students will explain the function of pronouns (subjective, objective, possessive).</p> <p>Recognize simple and compound sentences to signal differing relationships among ideas.</p> <p>Recognize variations from standard English in others' writing and speaking.</p>	<p>Students will explain the function of prepositional phrases and clauses (dependent and independent) in general and their effect in specific sentences.</p> <p>Recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Recognize and correct misplaced and dangling modifiers.</p>	<p>Students will explain the function of verbals (gerunds, participles, infinitives) in general and their effect in particular sentences.</p> <p>Recognize the use of active and passive voice.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Writing

Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.

Students will identify and use the eight parts of speech in writing with focus on verb tense.

Students will form and use the perfect verb tenses.

Students will form and use verb tense to convey various times, sequences, states, and conditions.

Students will recognize and correct inappropriate shifts in verb tense.

Students will identify and use the eight parts of speech in writing with focus on pronouns.

Students will form and use pronouns in the proper case (subjective, objective, possessive).

Students will form and use simple and compound sentences to signal differing relationships among ideas.

Students will use intensive and reflexive pronouns.

Students will recognize and correct inappropriate shifts in pronoun number and person.

Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Students will identify and use prepositional phrases and clauses (dependent and independent) writing.

Students will form and use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Students will identify and use verbals (gerunds, participles, infinitives) in writing.

Students will form and use verbs in the active and passive voice.

Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 6. Research

Students will engage in inquiry to acquire, refine, and share knowledge.

	5	6	7	8
<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p>Students will record and organize information from a variety of print and/or digital sources.</p>	<p>Students will record and organize information from a variety of primary and secondary sources (print and/or digital).</p>	<p>Students will evaluate resources from both primary and secondary sources (print and/or digital).</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>	<p>Students will evaluate and select relevant resources from both primary and secondary sources (print and/or digital).</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>
<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p>Students will formulate a viable research question and report findings.</p> <p>Students will record main idea and supporting details using information from different sources.</p> <p>Students will quote while accurately referring to sources.</p>	<p>Students will formulate a viable research question and clearly report findings.</p> <p>Students will record main idea and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately referring to sources.</p>	<p>Students will formulate a viable research question and report findings clearly and concisely, using a thesis statement.</p> <p>Students will record main ideas and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>Students will formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.</p> <p>Students will record main ideas and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 7. Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

	5	6	7	8
<p>Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	Students will identify the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts.	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts.	Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts.	Students will analyze and evaluate the effectiveness of techniques used in written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument.
<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	Students will create a visual message that effectively communicates an idea using technology or appropriate media.	Students will create a text with a combination of visual messages that effectively communicates an idea using technology or appropriate media.	Students will select, organize, or produce multimedia texts to complement and extend meaning for a selected topic.	Students will select, organize, or produce visual images, messages, and meanings that encompass different points of view.

Grades 5, 6, 7, and 8 English Language Arts Standards Draft

Standard 8. Independent Reading and Writing

Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time.

	5	6	7	8
<p>Reading Students will independently read for a variety of purposes and for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>
<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 1. Speaking and Listening

Students will speak and listen in a variety of situations, including but not limited to responses to reading and writing.

	9	10	11	12
<p>Reading Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine, and share knowledge of print and non-print texts.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas, building on and questioning the ideas of others.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will engage in discourse in pairs, groups, and whole class settings to acquire, refine, and share knowledge.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will engage in discourse in pairs, groups, and whole class settings to acquire, refine, and share knowledge.</p>	<p>Students will be active speakers and listeners.</p> <p>Students will engage in discourse in pairs, groups, and whole class settings to acquire, refine, and share knowledge.</p>
<p>Writing Students will engage in discourse and collaborate in pairs, groups, and whole class discussion to create individual and group projects and presentations.</p>	<p>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>Students will make formal and informal presentations in a group or individually by engaging in discourse and collaboration.</p>	<p>Students will make formal and informal presentations in a group or individually by engaging in discourse and collaboration.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 2. Reading Process/Writing Process

Students will use a variety of recursive reading and writing processes to produce and consume texts.

	9	10	11	12
<p>Reading Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p>	<p>Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.</p> <p>Students will make logical inferences and cite thorough evidence from the text to support their analyses.</p> <p>Historical and cultural perspectives may focus on works from American, British, and/or world literature.</p>	<p>Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.</p> <p>Students will make logical inferences and cite thorough evidence from the text to support their analysis.</p> <p>Historical and cultural perspectives may focus on works from American, British, and/or world literature.</p>	<p>Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.</p> <p>Students will make logical inferences and cite specific, thorough evidence from the text to support their analyses.</p> <p>Historical and cultural perspectives may focus on works from American, British, and/or world literature.</p>	<p>Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.</p> <p>Students will make logical inferences and cite specific, thorough evidence from the text to support their analyses.</p> <p>Historical and cultural perspectives may focus on works from American, British, and/or world literature.</p>
<p>Writing Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.</p>	<p>Students will use a recursive writing process to write in all modes with a focus on narrative and informational.</p>	<p>Students will use a recursive writing process to write in all modes with a focus on argument and informational.</p>	<p>Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.</p>	<p>Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 3. Vocabulary

Students will expand their working vocabulary to effectively understand and communicate.

	9	10	11	12
<p>Reading Students will expand vocabulary through reading, word study, and class discussion.</p>	<p>Students will apply knowledge of vocabulary including connotation and denotation to explain the effect of an author’s word choice.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will analyze diction, connotation, and denotation to critique and evaluate the author’s word choice.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will critique and evaluate how the author’s word choice impacts the message.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>	<p>Students will critique and evaluate how the author’s word choice impacts the message.</p> <p>Students will apply knowledge of vocabulary to deepen understanding of text.</p>
<p>Writing Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.</p>	<p>Students will produce writing that incorporates figurative language, idioms, and analogies to expand on ideas to achieve a desired effect.</p>	<p>Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.</p>	<p>Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.</p>	<p>Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 4. Critical Reading/Critical Writing

Students will apply critical thinking skills to reading and writing.

	9	10	11	12
<p>Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres from a variety of historical, cultural, and global perspectives.</p>	<p>Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate the purpose and historical, cultural, and/or global significance of a text.</p> <p>A. Literary Students will analyze text for sound devices, character development, archetypes, theme, and tone.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will analyze how the author develops a claim over the course of a work, assessing the reasoning and evidence.</p>	<p>Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate the purpose and historical, cultural, and/or global significance of a text.</p> <p>A. Literary Students will analyze text for sound devices, character development, archetypes, theme, and tone.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will analyze how an author develops claims and counterclaims over the course of a work.</p>	<p>Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate the purpose and historical, cultural, and global significance of a text.</p> <p>A. Literary Students will evaluate texts for the significance of figurative language and sound devices, tone, and theme.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will evaluate the effectiveness of an author’s argument, structure, and evidence.</p>	<p>Students will read closely from complex literary and informational text, evaluate purpose as well as the historical, cultural, and global significance. Students will analyze the literary elements and text structure. Finally, students will engage in comparing and contrasting, interpreting, and evaluating texts.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Writing

Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and a voice appropriate to the situation.

A. Narrative (Grade Level Focus)

Students write nonfiction narratives such as memoir.

B. Informative (Grade Level Focus)

Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument

Introduce claim(s), recognize and distinguish from alternate or opposing claims, and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented and supports the argument.

A. Narrative

Students write narratives embedded in other modes as appropriate.

B. Informative (Grade Level Focus)

Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument (Grade Level Focus)

Introduce precise claim(s) and distinguish them from alternate or opposing claims. Provide sufficient evidence to develop balanced arguments using credible sources. Use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument. Include a concluding statement that follows logically from the information presented and supports the argument.

A. Narrative

Students write narratives embedded in other modes as appropriate.

B. Informative

Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument

Introduce precise, informed claim(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument.

(Blending of all modes in grade 11)

A. Narrative

Students write narratives embedded in other modes as appropriate.

B. Informative

Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

C. Argument

Introduce precise informed claim(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument.

(Blending of all modes in grade 12)

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 5. Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

	9	10	11	12
<p>Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p>Students will explain the function of parallel structure, various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent, adverbial) to convey specific meanings.</p> <p>Explain the function of active and passive voice.</p>	<p>Students will explain the function of parallel structure, various types of phrases (noun, verb, absolute) and clauses (noun, relative) to convey specific meanings.</p>	<p>Students will refine their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>	<p>Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>
<p>Writing Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.</p>	<p>Students will identify and use parallel structure.</p> <p>Students will identify and use various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Students will identify and use various types of phrases (noun, verb, absolute) and clauses (noun, relative) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Students will refine their use of Standard American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 6. Research

Students will engage in inquiry to acquire, refine, and share knowledge.

	9	10	11	12
<p>Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p>Students will evaluate and select the most relevant resources from both primary and secondary sources (print and/or digital).</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>	<p>Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital).</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>	<p>Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital).</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>	<p>Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p> <p>Students will follow ethical and legal guidelines for collecting and recording information.</p>
<p>Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p>Students will communicate findings clearly using a well- developed thesis statement.</p> <p>Students will record supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>Students will integrate findings clearly using a well- developed thesis statement.</p> <p>Students will document supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>Students will integrate findings clearly using a well- developed thesis statement.</p> <p>Students will document and integrate supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>Students will integrate evidence, summarize and paraphrase, and cite sources to create projects and presentations for multiple purposes.</p> <p>Students will document and integrate supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>

Grades 9, 10, 11, and 12 English Language Arts Standards Draft

Standard 7. Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

	9	10	11	12
<p>Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	Students will determine the tools and techniques used to achieve the intended purpose in written, oral, visual, digital, non-verbal, and interactive texts.	Students will analyze the tools and techniques used to achieve the intended purpose in written, oral, visual, digital, non-verbal, and interactive texts.	Students will analyze and evaluate the various ways visual image-makers construct arguments in written, oral, visual, digital, non-verbal, and interactive texts.	Students will evaluate and analyze written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.
<p>Writing Students will create multimodal texts to communicate knowledge and develop arguments.</p>	Students will create multimedia products to engage specific audiences.	Students will investigate, critique, and present the sources of a multimedia presentation or production.	Students will design and develop multimedia texts for global communities to meet a variety of purposes.	Students will create multimedia texts (including non-print and digital) to communicate knowledge and defend arguments.

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Standard 8. Independent Reading and Writing

Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time.

	9	10	11	12
<p>Reading Students will independently read for a variety of purposes and for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>	<p>Students will read independently for extended periods of time.</p> <p>Students will select appropriate texts for specific purposes.</p>
<p>Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>	<p>Students will write independently for extended periods of time.</p> <p>Students will vary their modes of expression to suit audience and task.</p>