



Oklahoma Academic Standards

# **ENGLISH LANGUAGE ARTS**

**Vertical Progressions, Grades 3–8**



**OKLAHOMA  
Education**

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# Vertical Progressions, Grades 3-8 Introduction

When the 2021 Oklahoma Academic Standards for English Language Arts were revised, one of the major shifts was to group the objectives by individual grade level rather than grade band to provide educators with an easily accessible list of skills for the learners in their charge. With this new format, educators still needed an additional resource that would show the progression of skills from grade to grade. These vertical progressions are available in three different groups: elementary (PK– Grade 5), middle grades (Grades 3–8), and secondary (Grades 6–12). This collection of documents allows educators to track when a skill is introduced, how it changes from grade to grade, and in some instances when mastery should occur.

The document is organized by standard, with the reading strand occurring first, followed by the writing strand. Objectives in each strand appear in numerical order. If a skill is repeated in more than one grade, the objective code will include all the grades and a hyphen. For example, a Standard 3 reading objective that is the same for grades 3 and 4 is shown as 3-4.3.R.2 in the chart. Additionally, merged cells in the chart indicate that an objective remains the same from grade to grade. (See the third row of the sample table to the right.)

Although English language arts is normally recursive in nature and skills are often repeated from grade to grade, some skills, including foundational literacy objectives, need to be mastered and will not appear in later grades. On the other hand, earlier grades will not always include a particular skill because it is more advanced and begins in later grades. Therefore, when an objective does not exist for a particular grade or grades, an explanation is given in a gray box. (See the fourth row of the sample table to the right.)

Teachers and school districts can use these progressions to plan vertically, to identify a student’s skill level on a continuum, and to track the evolution of a particular skill. Ideally, teachers in the middle grades (3-8) will not only examine the vertical progression for Grades 3-8, but will also examine the vertical progressions for Grades Pre-K-5 and Grades 6-12. In the same way, elementary and secondary teachers should examine not only their respective vertical progressions but also those for other grade bands. Doing so will give teachers a deeper understanding of the standards and provide a more comprehensive view of the expectations for English language arts in Oklahoma.

Visit the ELA Standards page at [sde.ok.gov/ela-standards](https://sde.ok.gov/ela-standards) for more standards resources:

- Complete Standards Document
- Appendix
- Elementary & Secondary Crosswalks

Grade 3	Grade 4
<b>3.3.R.1</b> Students will determine if the author’s purpose is to entertain, inform, or persuade.	<b>4.3.R.1</b> Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
<b>3-4.3.R.2</b> Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.	
These objectives do not exist in Grades 3-5.	

**Sample Table**

# Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

<b>Listening</b> Students will develop and apply effective communication skills through active listening.				
<b>Grades 3-4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>3-4.1.L.1</b> Students will actively listen using agreed-upon discussion rules.	<b>5.1.L.1</b> Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.	<b>6-8.1.L.1</b> Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.		
<b>3-6.1.L.2</b> Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.			<b>7.1.L.2</b> Students will actively listen and interpret a speaker’s verbal and nonverbal messages and ask questions to clarify the speaker’s purpose.	<b>8.1.L.2</b> Students will actively listen and interpret a speaker’s verbal and nonverbal messages and ask questions to clarify the speaker’s purpose and perspective.

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<b>Speaking</b> Students will develop and apply effective communication skills to share ideas through speaking.					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3-5.1.S.1</b> Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.			<b>6.1.S.1</b> Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions.	<b>7-12.1.S.1</b> Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.	
<b>3-5.1.S.2</b> Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.			<b>6-8.1.S.2</b> Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.		
<b>3.1.S.3</b> Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences.	<b>4.1.S.3</b> Students will give informal presentations in a group or individually, organizing information and determining content for the the audience, speaking audibly and clearly in coherent sentences.	<b>5.1.S.3</b> Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.	<b>6.1.S.3</b> Students will give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience.	<b>7.1.S.3</b> Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.	<b>8.1.S.3</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.

# Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.		
Grade 3	Grades 4-5	Grades 6-8
<p><b>3.2.PA</b> Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of <i>listen</i> to say <i>glisten</i>; delete the /b/ in <i>bridges</i> to say <i>ridges</i>; substitute the /f/ in <i>frighten</i> with /b/ to say <i>brighten</i>; reverse the initial and final sounds in <i>safe</i> to say <i>face</i>).</p>	<p><i>Students will continue to review and apply earlier grade-level expectations for this standard.</i></p> <p><i>If phonological skills are not mastered, students will address skills from previous grades.</i></p>	<p><i>This standard only includes objectives for grades Pre-K to 5.</i></p> <p><i>If phonological skills are not mastered, students will address skills from previous grades.</i></p>
Print Concepts Students will demonstrate their understanding of the organization and basic features of print.		
<p><b>3-5.2.PC</b> Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.</p>		<p><i>This standard only includes objectives for grades Pre-K to 5.</i></p>

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<b>Phonics and Word Study</b> Students will decode words by applying phonics and word analysis skills in context and isolation.			
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grades 6-8</b>
<p><b>3.2.PWS.3</b> Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	<p><b>4.2.PWS.1</b> Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:</p> <ul style="list-style-type: none"> <li>• letter-sound correspondences</li> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>	<p><i>Students will continue to review and apply earlier grade-level expectations for this standard.</i></p> <p><i>If phonics and word study skills are not mastered, students will address skills from previous grades.</i></p>	<p><i>This standard only includes objectives for grades Pre-K to 5.</i></p> <p><i>If phonics and word study skills are not mastered, students will address skills from previous grades.</i></p>
<p><b>3.2.PWS.1</b> Students will decode multisyllabic words using their knowledge of the following phonics skills:</p> <ul style="list-style-type: none"> <li>• vowel diphthongs</li> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>			
<p><b>3.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common roots and related prefixes and suffixes</li> <li>• morphology</li> </ul>	<p><b>4.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common roots and related affixes</li> <li>• morphology</li> <li>• semantics</li> </ul>		

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Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.		
Grade 3	Grades 4-5	Grades 6-8
<p><b>3.2.SE.1</b> Students will use correct spelling when writing the following sounds in words:</p> <ul style="list-style-type: none"> <li>• diphthongs</li> <li>• schwa (i.e., /ə/)</li> <li>• silent letter combinations (e.g., <i>knew, could, ghost</i>)</li> <li>• hard/soft c, g (e.g., <i>cover, celebrate, gorilla, general</i>)</li> </ul>	<p><b>4-5.2.SE.1</b> Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</p> <ul style="list-style-type: none"> <li>• letter-sound correspondences</li> <li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li> </ul>	<p><i>This standard only includes objectives for grades Pre-K to 5.</i></p> <p><i>If spelling and encoding skills are not mastered, students will address skills from previous grades.</i></p>
<p><b>3.2.SE.2</b> Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:</p> <ul style="list-style-type: none"> <li>• vowel digraphs</li> <li>• consonant + -le</li> </ul>		
<p><b>3.2.SE.3</b> Students will use structural analysis to correctly spell the following parts of words:</p> <ul style="list-style-type: none"> <li>• common prefixes</li> <li>• common suffixes</li> <li>• common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)</li> </ul>	<p><b>4-5.2.SE.2</b> Students will use structural analysis to correctly spell the following parts of words:</p> <ul style="list-style-type: none"> <li>• contractions</li> <li>• abbreviations</li> <li>• common spelling rules related to adding prefixes and suffixes</li> </ul>	



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<b>Fluency</b> Students will read grade-level text smoothly and accurately, with appropriate expression.	
<b>Grades 3-5</b>	<b>Grades 6-8</b>
<b>3-5.2.F.1</b> Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.	<i>This standard only includes objectives for grades Pre-K to 5.</i>
<b>3-5.2.F.2</b> Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.	

# Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

<b>Reading</b> Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3.2.R.1</b> Students will determine the main idea and supporting details of a text.	<b>4.2.R.1</b> Students will determine the key details that support the main idea of a text.	<b>5.2.R.1</b> Students will explain how key supporting details support the main idea of a text.	<b>6.2.R.1</b> Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	<b>7.2.R.1</b> Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	<b>8.2.R.1</b> Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.
<b>3.2.R.2</b> Students will identify elements of various genres in fiction, poetry, and nonfiction texts.	<b>4.2.R.2</b> Students will compare fiction, poetry, and nonfiction to distinguish various genres.	<b>5.2.R.2</b> Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	<b>6-7.2.R.2</b> Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.		<b>8.2.R.2</b> Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.
<b>3-5.2.R.3</b> Students will summarize and sequence the important events of a story.			<b>6.2.R.3</b> Students will paraphrase a paragraph in their own words to demonstrate comprehension.	<b>7.2.R.3</b> Students will paraphrase a short passage in their own words to demonstrate comprehension.	<b>8.2.R.3</b> Students will paraphrase a passage in their own words to demonstrate comprehension.

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<b>Writing</b> Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.				
<b>Grades 3-4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>3-4.2.W.1</b> Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.	<b>5.2.W.1</b> Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.	<b>6-8.2.W.1</b> Students will routinely and recursively prewrite (e.g., develop ideas and plan).		
		<b>6-8.2.W.2</b> Students will routinely and recursively organize and develop ideas to compose a first draft.		
<b>3-5.2.W.2</b> Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).		<b>6.2.W.3</b> Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).	<b>7.2.W.3</b> Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).	<b>8.2.W.3</b> Students will routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).
<b>3-5.2.W.3</b> Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.		<b>6-8.2.W.4</b> Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.		
<b>3-5.2.W.4</b> Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).		<b>6-8.2.W.5</b> Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).		

# Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

<b>Reading</b> Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3.3.R.1</b> Students will determine if the author’s purpose is to entertain, inform, or persuade.	<b>4.3.R.1</b> Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.	<b>5.3.R.1</b> Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.	<b>6.3.R.1</b> Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	<b>7.3.R.1</b> Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	<b>8.3.R.1</b> Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.
<b>3-4.3.R.2</b> Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.		<b>5.3.R.2</b> Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.	<b>6-7.3.R.2</b> Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.		<b>8.3.R.2</b> Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>3.3.R.3</b> Students will find examples of literary elements:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters</li> <li>● characterization</li> </ul>	<p><b>4.3.R.3</b> Students will find textual evidence of literary elements:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict</li> </ul>	<p><b>5.3.R.3</b> Students will determine how literary elements contribute to the meaning of a literary text:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict</li> <li>● theme</li> </ul>	<p><b>6.3.R.3</b> Students will analyze how literary elements contribute to the meaning of a literary text:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient)</li> </ul>	<p><b>7.3.R.3</b> Students will analyze literary elements to support an interpretation of a text:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient and second person)</li> </ul>	<p><b>8.3.R.3</b> Students will analyze literary elements to support interpretations of a literary text:</p> <ul style="list-style-type: none"> <li>● setting</li> <li>● plot</li> <li>● characters (i.e., protagonist, antagonist)</li> <li>● characterization</li> <li>● conflict (i.e., internal, external)</li> <li>● point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)</li> </ul>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>3.3.R.4</b> Students will find examples of literary devices:</p> <ul style="list-style-type: none"> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	<p><b>4.3.R.4</b> Students will find textual evidence of literary devices:</p> <ul style="list-style-type: none"> <li>● metaphor</li> <li>● idiom</li> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	<p><b>5.3.R.4</b> Students will determine how literary devices contribute to the meaning of a text:</p> <ul style="list-style-type: none"> <li>● imagery</li> <li>● metaphor</li> <li>● idiom</li> <li>● personification</li> <li>● hyperbole</li> <li>● simile</li> <li>● alliteration</li> <li>● onomatopoeia</li> </ul>	<p><b>6.3.R.4</b> Students will analyze how literary devices contribute to the meaning of a text:</p> <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> </ul>	<p><b>7.3.R.4</b> Students will analyze literary devices to support an interpretation of a text:</p> <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> <li>● verbal irony</li> </ul>	<p><b>8.3.R.4</b> Students will analyze literary devices to support interpretations of a text:</p> <ul style="list-style-type: none"> <li>● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)</li> <li>● sound devices (i.e., onomatopoeia, alliteration)</li> <li>● verbal and situational irony</li> </ul>
<p><b>3.3.R.5</b> Students will answer inferential questions, using a text to support answers.</p>	<p><b>4.3.R.5</b> Students will answer inferential questions using evidence from one or more texts to support answers.</p>	<p><b>5.3.R.5</b> Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.</p>	<p><b>6.3.R.8</b> Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.</p>	<p><b>7.3.R.8</b> Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.</p>	<p><b>8.3.R.8</b> Students will compare or contrast two or more texts, providing textual evidence to support their inferences.</p>
<p>Grades 3-5 do not have objectives about theme, mood, and tone.</p>			<p><b>6.3.R.5</b> Students will identify literary elements and devices that impact a text's theme.</p>	<p><b>7.3.R.5</b> Students will identify literary elements and devices that impact a text's theme and mood.</p>	<p><b>8.3.R.5</b> Students will identify literary elements and devices that impact a text's theme, mood, and tone.</p>

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>3.3.R.6</b> Students will distinguish fact from opinion in an informational text.</p>	<p><b>4-5.3.R.6</b> Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>		<p><b>6.3.R.6</b> Students will categorize facts included in an argument as for or against an issue.</p>	<p><b>7.3.R.6</b> Students will distinguish factual claims from opinions.</p>	<p><b>8.3.R.6</b> Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>
<p><b>3.3.R.7</b> Students will describe the structure of an informational text:</p> <ul style="list-style-type: none"> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	<p><b>4.3.R.7</b> Students will distinguish the structures of an informational text:</p> <ul style="list-style-type: none"> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	<p><b>5.3.R.7</b> Students will distinguish the structures of informational texts:</p> <ul style="list-style-type: none"> <li>● compare/contrast</li> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>	<p><b>6-8.3.R.7</b> Students will analyze how informational text structures support the author's purpose:</p> <ul style="list-style-type: none"> <li>● compare/contrast</li> <li>● cause/effect</li> <li>● problem/solution</li> <li>● description</li> <li>● sequential</li> </ul>		

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<b>Writing</b> Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.				
<b>Grade 3</b>	<b>Grades 4-5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<p><b>3.3.W.1</b> Students will write narratives incorporating:</p> <ul style="list-style-type: none"> <li>• plot</li> <li>• setting</li> <li>• characters</li> <li>• characterization</li> </ul>	<p><b>4-5.3.W.1</b> Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>• include plots with a climax and resolution</li> <li>• include developed characters who overcome conflicts and use dialogue</li> <li>• use a consistent point of view</li> <li>• unfold in chronological sequence</li> <li>• use sentence variety, sensory details, and vivid language to create interest</li> <li>• model literary elements and/or literary devices from mentor texts</li> </ul>	<p><b>6.3.W.1</b> Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>• include plots involving characters resolving conflicts</li> <li>• unfold in chronological sequence</li> <li>• include a narrator, precise language, sensory details, and dialogue to enhance the narrative</li> <li>• use sentence variety to create clarity</li> <li>• emulate literary elements and/or literary devices from mentor texts</li> </ul>	<p><b>7.3.W.1</b> Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>• include plots involving complex characters resolving conflicts</li> <li>• unfold in chronological or surprising sequence (e.g., foreshadowing)</li> <li>• include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative</li> <li>• use sentence variety to create clarity</li> <li>• emulate literary elements and/or literary devices from mentor texts</li> </ul>	<p><b>8.3.W.1</b> Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> <li>• include plots involving complex characters resolving conflicts</li> <li>• unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)</li> <li>• include a narrator, precise language, sensory details, and dialogue to enhance the narrative</li> <li>• use sentence variety to create clarity</li> <li>• emulate literary elements and/or literary devices from mentor texts</li> </ul>



Oklahoma Academic Standards for English Language Arts Grades 3-8

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7-8
<p><b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.</p>	<p><b>4.3.W.2</b> Students will compose informative essays that:</p> <ul style="list-style-type: none"> <li>● introduce and develop a topic</li> <li>● incorporate evidence (e.g., specific facts, examples)</li> <li>● maintain an organized structure with transitional words and phrases</li> <li>● use sentence variety and word choice to create interest</li> <li>● model literary devices from mentor texts</li> </ul>	<p><b>5.3.W.2</b> Students will compose informative essays that:</p> <ul style="list-style-type: none"> <li>● introduce and develop a topic</li> <li>● incorporate evidence (e.g., specific facts, examples, charts, and graphs)</li> <li>● maintain an organized structure with transitional words and phrases</li> <li>● use sentence variety and word choice to create interest</li> <li>● model literary devices from mentor texts</li> </ul>	<p><b>6.3.W.2</b> Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> <li>● objectively introduce and develop topics</li> <li>● incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>● maintain an organized structure</li> <li>● use sentence variety and word choice to create clarity</li> <li>● emulate literary devices from mentor texts</li> </ul>	<p><b>7-8.3.W.2</b> Students will compose informative essays or reports that:</p> <ul style="list-style-type: none"> <li>● objectively introduce and develop topics</li> <li>● incorporate evidence (e.g., specific facts, details, charts and graphs, data)</li> <li>● maintain an organized structure</li> <li>● use sentence variety and word choice to create clarity</li> <li>● establish and maintain a formal style</li> <li>● emulate literary devices from mentor texts</li> </ul>

Oklahoma Academic Standards for English Language Arts Grades 3-8

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>3.3.W.3</b> Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.</p>	<p><b>4.3.W.3</b> Students will write opinion essays that:</p> <ul style="list-style-type: none"> <li>● introduce a topic and state an opinion</li> <li>● incorporate relevant, text-based evidence to support the opinion</li> <li>● use sentence variety and word choice to create interest</li> <li>● maintain an organized structure with transitional words and phrases</li> </ul>	<p><b>5.3.W.3</b> Students will write opinion essays that:</p> <ul style="list-style-type: none"> <li>● introduce a topic and state a clear opinion</li> <li>● incorporate relevant, text-based evidence to support the opinion</li> <li>● use sentence variety and word choice to create interest</li> <li>● organize writing in a logical sequence with transitional words and phrases</li> </ul>	<p><b>6.3.W.3</b> Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> <li>● introduce precise claims</li> <li>● organize claims and evidence in a logical sequence</li> <li>● provide relevant evidence to develop arguments, using credible sources</li> <li>● use sentence variety and word choice to create clarity</li> </ul>	<p><b>7.3.W.3</b> Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> <li>● introduce precise claims</li> <li>● organize claims and evidence in a logical sequence</li> <li>● provide relevant evidence to develop arguments, using credible sources</li> <li>● use sentence variety and word choice to create clarity</li> <li>● establish and maintain a formal style</li> </ul>	<p><b>8.3.W.3</b> Students will compose argumentative essays that:</p> <ul style="list-style-type: none"> <li>● introduce precise claims</li> <li>● acknowledge counterclaims</li> <li>● organize claims, counterclaims, and evidence in a logical sequence</li> <li>● provide relevant evidence to develop arguments, using credible sources</li> <li>● use sentence variety and word choice to create clarity</li> <li>● establish and maintain a formal style</li> </ul>

# Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

<b>Reading</b> Students will expand their grade-level vocabularies through reading, word study, and class discussion.			
<b>Grade 3</b>	<b>Grades 4-5</b>	<b>Grade 6</b>	<b>Grades 7-8</b>
<b>3.4.R.1</b> Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.	<b>4-5.4.R.1</b> Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	<b>6-12.4.R.1</b> Students will analyze the relationships among synonyms, antonyms, and analogies.	
<b>3-5.4.R.2</b> Students will use context clues to clarify the meaning of words.		<b>6-12.4.R.2</b> Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
<b>3.4.R.3</b> Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	<b>4-5.4.R.3</b> Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	<b>6.4.R.3</b> Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	<b>7-8.4.R.3</b> Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.
<b>3-5.4.R.4</b> Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		<b>6-8.4.R.4</b> Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	
<b>3-5.4.R.5</b> Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.		Grades 6-8 address this skill in other objectives.	

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<b>Writing</b> Students will apply knowledge of vocabulary to speak and write effectively.		
<b>Grade 3</b>	<b>Grades 4-5</b>	<b>Grades 6-8</b>
<b>3-5.4.W.1</b> Students will use grade-level vocabulary in writing to clearly communicate ideas.		<b>6-8.4.W.1</b> Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.
<b>3.4.W.2</b> Students will use precise vocabulary in writing for the intended mode and effect on the audience.	<b>4-5.4.W.2</b> Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	<b>6-8.4.W.2</b> Students will select language in writing to create a specific effect according to purpose.

# Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

<b>Reading</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.				
<b>Grades 3-4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>3-4.5.R.1</b> Students will recognize simple and compound sentences.	<b>5.5.R.1</b> Students will recognize simple, compound, and complex (i.e., independent & dependent clauses) sentences.	<b>6.5.R.1</b> Students will recognize simple, compound, and complex sentences.	<b>7.5.R.1</b> Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.	<b>8.5.R.1</b> Students will recognize active and passive voice and misplaced and dangling modifiers in sentences.

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>3.5.R.2</b> Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>concrete, abstract, and possessive nouns</li> <li>different types of verbs (i.e., action, linking, helping) and their roles in a sentence</li> <li>the complete subject and complete predicate of a sentence</li> <li>possessive adjectives</li> <li>prepositional phrases</li> <li>possessive pronouns and the nouns they replace</li> <li>coordinating conjunctions (i.e., <i>for, and, nor, but, or, yet, so</i>)</li> <li>adverbs of frequency (e.g., <i>always, often, never</i>)</li> </ul>	<p><b>4.5.R.2</b> Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>irregular possessive nouns (e.g., <i>children's</i>)</li> <li>irregular and past participle verbs and verb tense to identify settings, times, and sequences</li> <li>subject and verb agreement</li> <li>comparative and superlative adjectives</li> <li>prepositional phrases</li> <li>possessive pronouns and the nouns they replace (i.e., antecedents)</li> <li>coordinating conjunctions</li> <li>comparative and superlative adverbs</li> <li>interjections</li> </ul>	<p><b>5.5.R.2</b> Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verb tense to identify settings, times, sequences, and conditions</li> <li>subject and verb agreement</li> <li>adjectives</li> <li>prepositional phrases</li> <li>intensive pronouns and their antecedents</li> <li>coordinating conjunctions</li> <li>adverbs</li> <li>interjections</li> </ul>	<p><b>6.5.R.2</b> Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verb tense to signify various times, sequences, conditions, and states</li> <li>subject and verb agreement</li> <li>adjectives</li> <li>prepositional phrases</li> <li>reflexive pronouns and their antecedents</li> <li>singular <i>they/them/their</i></li> <li>subordinating conjunctions</li> <li>adverbs</li> <li>interjections</li> </ul>	<p><b>7.5.R.2</b> Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>gerunds</li> <li>subject and verb agreement</li> <li>cumulative and coordinate adjectives</li> <li>demonstrative pronouns</li> <li>vague pronouns (i.e., ones with unclear or ambiguous antecedents)</li> <li>singular <i>they/them/their</i></li> <li>correlative conjunctions</li> <li>adverbs</li> <li>interjections</li> </ul>	<p><b>8.5.R.2</b> Students will recognize and explain the impact on meaning of parts of speech in sentences:</p> <ul style="list-style-type: none"> <li>nouns</li> <li>verbals (i.e., gerunds, participles, infinitives)</li> <li>cumulative and coordinate adjectives</li> <li>vague pronouns</li> <li>singular <i>they/them/their</i></li> <li>coordinating, subordinating, and correlative conjunctions</li> <li>adverbs</li> <li>interjections</li> </ul>

Oklahoma Academic Standards for English Language Arts Grades 3-8

<b>Writing</b> Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3-4.5.W.1</b> Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.		<b>5.5.W.1</b> Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.	<b>6.5.W.1</b> Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.	<b>7-8.5.W.1</b> Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.	
<b>3-4.5.W.2</b> Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.		<b>5.5.W.2</b> Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.	<b>6-7.5.W.2</b> Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.		<b>8.5.W.2</b> Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.
Standard American English corrections begin in Grade 4.	<b>4.5.W.3</b> Students will recognize and correct errors in subject and verb agreement.	<b>5-6.5.W.3</b> Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.		<b>7.5.W.3</b> Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).	<b>8.5.W.3</b> Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second-person point of view in formal writing.

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Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3.5.W.3</b> Students will capitalize and punctuate titles of respect, words in titles, and geographical names.	<b>4.5.W.4</b> Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.	<b>5-8.5.W.4</b> Students will write using correct capitalization mechanics.  <i>Grade of Mastery: 4</i>			
<b>3.5.W.4-4.5.W.5</b> Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.		<b>5-8.5.W.5</b> Students will write using correct end mark mechanics.  <i>Grade of Mastery: 4</i>			
<b>3.5.W.5</b> Students will use apostrophes to form complex contractions (e.g., <i>should've, won't, y'all</i> ) and to show possession.	<b>4.5.W.6</b> Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.	<b>5.5.W.6</b> Students will use the correct forms of <i>it's/its, you're/your, and they're/there/their</i> .	<b>6-8.5.W.6</b> Students will write using correct apostrophe mechanics.  <i>Grade of Mastery: 5</i>		
<b>3.5.W.6</b> Students will use commas before a coordinating conjunction and to separate individual words in a series.	<b>4.5.W.7</b> Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.	<b>5.5.W.7</b> Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.	<b>6.5.W.7</b> Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., <i>Where are you, Sam?</i> ).	<b>7.5.W.7</b> Students will use commas to separate words or phrases in a series.	<b>8.5.W.7</b> Students will use commas to separate coordinate adjectives (e.g., <i>a fascinating, enjoyable movie</i> ).
<b>3.5.W.7</b> Students will use a colon to indicate time (e.g., <i>The bell rings at 3:15.</i> ).	<b>4-5.5.W.8</b> Students will use a colon to introduce a list (e.g., <i>Deb only needed three things from the grocery store: milk, eggs, and bread.</i> ).		<b>6-8.5.W.8</b> Students will use a colon to introduce a quotation from a source (e.g., <i>According to National Geographic, meerkat homes are quite comfortable: "Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun."</i> ).		



Oklahoma Academic Standards for English Language Arts Grades 3-8

Grade 3	Grade 4	Grades 5-6	Grade 7	Grade 8
<p><b>3.5.W.8</b> Students will use quotation marks to indicate dialogue.</p>	<p><b>4-7.5.W.9</b> Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p>			<p><b>8.5.W.9</b> Students will write using correct quotation marks mechanics.</p> <p><i>Grade of Mastery: 8</i></p>
<p>Underlining/italics begins in Grade 4.</p>	<p><b>4-6.5.W.10</b> Students will use underlining or italics to indicate titles of works.</p>		<p><b>7-8.5.W.10</b> Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.</p>	
<p>Semicolons begin in Grade 5.</p>		<p><b>5-6.5.W.11</b> Students will use a semicolon to punctuate compound sentences.</p>	<p><b>7-8.5.W.11</b> Students will use a semicolon to punctuate compound and compound-complex sentences.</p>	

# Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.				
Grade 3	Grade 4	Grade 5	Grade 6	Grades 7-8
<b>3.6.R.1</b> Students will conduct research to answer questions, including self-generated questions, and to build knowledge.	<b>4-5.6.R.1</b> Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).		<b>6.6.R.1</b> Students will use their own viable research questions to gather information about a topic.	<b>7-8.6.R.1</b> Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.
<b>3.6.R.2</b> Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.	<b>4.6.R.2</b> Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.	<b>5.6.R.2</b> Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.	<b>6.6.R.2</b> Students will record and organize information from various primary and secondary sources.	<b>7-8.6.R.2</b> Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
<b>3.6.R.3</b> Students will begin to determine the relevance of the information gathered.	<b>4.6.R.3</b> Students will determine the relevance of the information gathered.	<b>5-6.6.R.3</b> Students will determine the relevance and reliability of the information gathered.		<b>7-8.6.R.3</b> Students will determine the relevance, reliability, and validity of the information gathered.

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<b>Writing</b> Students will synthesize information ethically through speaking and writing.					
<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>3.6.W.1</b> Students will choose a topic of interest and generate several questions about it for research.	<b>4.6.W.1</b> Students will generate a viable research question about a topic.	<b>5.6.W.1</b> Students will formulate a viable research question.	<b>6-12.6.W.1</b> Students will formulate and refine a viable research question.		
Grades 3-5 do not have an objective about thesis statements.			<b>6-7.6.W.2</b> Students will develop a clear, concise thesis statement.		<b>8.6.W.2</b> Students will develop a clear, concise, defensible thesis statement.
<b>3.6.W.2</b> Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).	<b>4.6.W.2</b> Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).	<b>5.6.W.2</b> Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).	<b>6.6.W.3</b> Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	<b>7.6.W.3</b> Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	<b>8.6.W.3</b> Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
<b>3.6.W.3</b> Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.	<b>4.6.W.3</b> Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.	<b>5.6.W.3</b> Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.	<b>6.6.W.4</b> Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).	<b>7-8.6.W.4</b> Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).	

# Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

<b>Reading</b> Students will comprehend and evaluate multimodal content.					
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3.7.R</b> Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.	<b>4.7.R</b> Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.	<b>5.7.R</b> Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	<b>6.7.R</b> Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	<b>7.7.R</b> Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	<b>8.7.R</b> Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
<b>Writing</b> Students will create multimodal content to communicate effectively.					
<b>3-4.7.W</b> Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: <ul style="list-style-type: none"> <li>• writing/alphabetic</li> <li>• sound, visual, and/or spatial</li> <li>• movement</li> </ul>		<b>5.7.W</b> Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.	<b>6-7.7.W</b> Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.		<b>8.7.W</b> Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

# Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

<b>Reading</b> Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
<b>Grades 3-5</b>	<b>Grade 6</b>	<b>Grades 7-8</b>
<b>3-5.8.R</b> Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	<b>6-8.8.R</b> Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	
<b>Writing</b> Students will write independently, intentionally selecting modes, purposes, and audiences.		
<b>3-6.8.W</b> Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.	<b>7-8.8.W</b> Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.	