



Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS



OKLAHOMA
Education



Oklahoma Academic Standards for English Language Arts Introduction



Table of Contents

3	Guiding Principles	115	Grade 10 Standards
5	Eight Overarching Standards	125	Grade 11 Standards
8	Navigating the Standards	134	Grade 12 Standards
9	Pre-Kindergarten Standards	143	Appendix
15	Kindergarten Standards	144	44 Phonemes
25	Grade 1 Standards	146	Recursive Writing Process
36	Grade 2 Standards	147	Genre Guidance
47	Grade 3 Standards	148	Text Complexity Bands
57	Grade 4 Standards	149	Reading Ranges
67	Grade 5 Standards	150	Vocabulary Tiers
77	Grade 6 Standards	151	Multimodal Literacies
87	Grade 7 Standards	153	Disciplinary Literacy
96	Grade 8 Standards	156	Guiding Research
106	Grade 9 Standards	159	Research References



Guiding Principles

Teachers use standards as guides for developing curriculum and instruction that is appropriately engaging, challenging, and sequenced for the students in their care. By nature, acquiring language arts knowledge and skills is a recursive learning endeavor: students revisit concepts again and again as they use language at increasingly sophisticated levels. Because of this recursive learning process, language arts learning will not progress for students in the strictly linear way it may in other content areas. Nonetheless, it is important for any set of standards to provide “concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education” (Great Schools Partnership, 2014). In order to make this document a clear, coherent description of what students are expected to know and be able to do at specific stages, the writers have adopted some guidelines for design and organization.

Clarity

- Standard statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth. When students *defend*, *compare*, *estimate*, *paraphrase*, *predict*, or *summarize*, they are able to show a broader range of mastery of a concept than when they are expected to *identify*, *recognize*, or *recall*. However, the writers also have given full consideration to the complexity of the content itself. For example, it is more challenging to identify the implied theme of an extended essay than to identify the subject of a sentence. The progression of language arts learning from pre-kindergarten through high school should reflect a grade-level appropriate relationship between the level of critical thinking students use and the actual listening, speaking, reading, and writing experiences students have.
- Content to be emphasized and assessed at specific grade levels (e.g., modes of writing or particular elements of grammar) is clearly identified.
- Definitions for terms used in the standards document are compiled in an updated, expanded glossary.

Coherence

- Eight overarching standards, the College- and Career- Ready English Language Arts standards, identify the knowledge and skills of the discipline that PK-12 students are to learn; each standard for every grade is delineated at the appropriate level.
- A PK-12 vertical progression of standards, organized by the eight overarching standards, allows for educators to recognize how all the standards are intertwined to develop the total literacy of a student. When a skill is no longer present, mastery is implied; however, teachers must support previous grade level skills according to the mastery level of their students. This grade-to-grade, standard-by-standard progression can be viewed in a horizontal format, organized into overlapping grade bands.
- Users must examine all of the standards for each grade level as a whole to have a coherent understanding of what is required of learners.
- Because of the interconnectedness of language arts concepts and skills, various aspects of what students know and can do may be described in more than one standard. For example, learners conducting research (Standard 6) should use



speaking and listening (Standard 1), the reading and writing processes (Standard 2), academic vocabulary (Standard 4), critical reading and writing (Standard 3), formal grammar and usage (Standard 5), and more than likely, they will access research and complete their research products because they are competent in multimodal literacies (Standard 7).

- As students progress through grade levels, expectations encompass the content of the previous grades. Specifically in connection to reading assignments, the complexity of texts increases as students advance to later grades; however, simpler texts can be used effectively in order for learners to develop a deeper understanding of content (as examples – theme, figurative language, genre, structure).

Purpose

In addition to a commitment to clear and coherent standards, the writers were guided by four fundamental purposes of English language arts education.

- All learners must hear the voices of their own heritage in the literature they encounter. They must be given the opportunity to speak with the voices they choose for themselves in the writing they create. The language arts classroom is a place

that is inclusive of race, ethnicity, culture, and all perspectives that reflect the richness of human experience.

- All learners are supported to become independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is paramount in achieving academic and career success. Furthermore, learners who possess the skills required to read independently have the power to choose both what they *need* and what they *want* to read.
- All learners are supported to become independent writers for a variety of audiences and a range of purposes. Four- and five-year-olds begin writing by verbally telling their ideas and stories to others, but their status as independent writers is not earned with mastery of the five-paragraph essay form in high school. Independent writers are able to access multiple strategies and formats to communicate and craft the message so that it resonates with any readers they want to reach.
- A literate citizenry possesses the skills required to analyze, evaluate, act upon, and compose a wide range of communications. An ultimate goal of language arts education is the development of informed citizens who can contribute to the common good.



8 Overarching Standards

The following eight standards encompass the content and competencies of English language arts. The eight overarching standards reinforce language arts’ recursive nature, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. Each standard statement is accompanied by two strand statements--listening and speaking for Standard 1 and reading and writing for Standards 2-8. Each pair of strands contain grade-level objectives. (Standard 2 Reading & Writing Foundations are expressed in foundational skills.)

Concepts and skills are expressed in terms of both reading and writing to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of English language arts, where students read to understand the meaning and composition of a text and write with readers’ expectations and assumptions in mind.

The order of the standards is meant to suggest that students learn to read and write by listening and speaking (Standard 1) on their way to the ultimate goal of becoming independent, critical readers and writers (Standards 3 and 8).



At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and concepts of independent reading and writing will be introduced even in the earliest grades.

Independent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum. Standard 8 acknowledges students’ need to grow increasingly independent for college and career readiness. Being able to work independently and seek out opportunities to read and write is a significant part of life-long learning. These skills easily transfer to test taking, civic engagement, and citizen participation.

Academic standards establish objective performance criteria. They are used as guides to develop curriculum and instruction that is appropriately engaging, challenging, and sequenced for students. Acquiring language arts knowledge and skills is a recursive learning endeavor. Students need to revisit concepts as they develop language arts acumen at increasingly higher levels of complexity.

1. Listening & Speaking	2. Reading & Writing Foundations/Process	3. Critical Reading & Writing	4. Vocabulary
5. Language	6. Research	7. Multimodal Literacies	8. Independent Reading & Writing



Standard 1: Listening & Speaking | Students will listen and speak effectively in a variety of situations.

- **Listening:** Students will develop and apply effective communication skills through active listening.
- **Speaking:** Students will develop and apply effective communication skills to share ideas through speaking.

Standard 2: Reading & 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.
- **Print Concepts:** Students will demonstrate their understanding of the organization and basic features of print.
- **Phonics and Word Study:** Students will decode and encode words by applying phonics and word analysis skills in context and isolation.
- **Spelling/Encoding:** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
- **Fluency:** Students will read grade-level text smoothly and accurately, with appropriate expression.

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

- **Reading:** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.
- **Writing:** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

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

- **Reading:** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, and ethnic, and global perspectives from a variety of genres.
- **Writing:** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

Standard 4: Vocabulary | Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

- **Reading:** Students will expand their grade-level vocabularies through reading, word study, and class discussion.
- **Writing:** Students will apply knowledge of vocabulary to speak and write effectively.

Standard 5: Language | Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.

- **Reading:** Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
- **Writing:** Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.



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.
- **Writing:** Students will synthesize information ethically through speaking and writing.

Standard 7: Multimodal Literacies | Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

- **Reading:** Students will comprehend and evaluate multimodal content.
- **Writing:** Students will create multimodal content to communicate effectively.

Standard 8: Independent Reading & Writing | Students will read and write independently for a variety of purposes and periods of time.

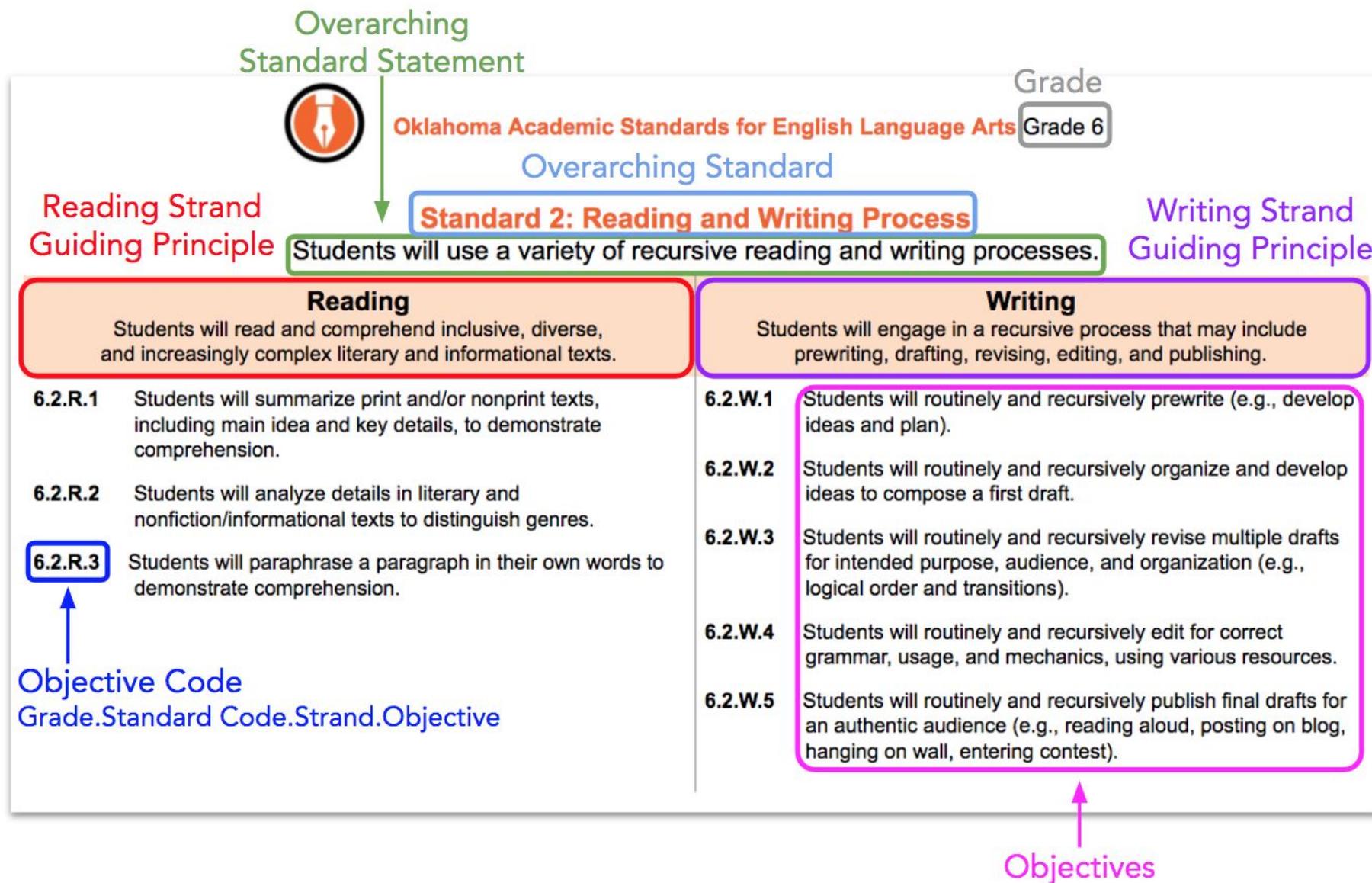
- **Reading:** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.
- **Writing:** Students will write independently, intentionally selecting modes, purposes, and audiences.

Disciplinary Literacy in Oklahoma Academic Standards

As literacy expert Dr. Timothy Shanahan explains, “Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.” Teachers of English language arts can partner with math, social studies, science, fine arts, computer science, and world languages teachers who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons. For more information, consult the Appendix on pages 153-155.



Navigating the Standards





Pre-K

Students in Pre-Kindergarten (Pre-K) learn how to physically handle books, recognize beginning and ending sounds in individual words, and write the majority of letters in their first name. Pre-K students orally describe personal interests and follow simple oral directions. They begin to describe the roles of authors and illustrators of books as well as describe characters and setting. Students in Pre-K begin drawing and labeling pictures to tell a story or share information. They begin to build their vocabularies and apply their knowledge of new words as they communicate through speaking, drawing, and writing. Pre-K students hear different sentence structures through both verbal conversations and read-alouds, and explore other media and formats as means of communication. Students participate in read-alouds, developing stamina for listening.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening

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

- PK.1.L.1** Students will actively listen using agreed-upon rules with prompting.
- PK.1.L.2** Students will follow simple one-step oral directions.

Speaking

Students will develop and apply effective communication skills to share ideas through speaking.

- PK.1.S.1** Students will work respectfully with peers with prompting.
- PK.1.S.2** Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups with prompting.
- PK.1.S.3** Students will ask and answer questions with prompting.
- PK.1.S.4** Students will orally describe personal interests or tell stories to peers and adults with prompting.

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.

- PK.2.PA.1** Students will count spoken words in a three- to four-word sentence with one-syllable words.
- PK.2.PA.2** Students will recognize spoken words that rhyme.
- PK.2.PA.3** Students will recognize syllables in spoken words (e.g., sunshine= sun + shine).
- PK.2.PA.4** Students will isolate initial sounds in a set of spoken words (e.g., “the puppy pounces”).



Standard 2 Continued

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

- PK.2.PC.1** Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.
- PK.2.PC.2** Students will demonstrate correct book orientation and identify the front and back covers of a book.
- PK.2.PC.3** Students will begin to understand that print moves from top to bottom, left to right, and front to back.
- PK.2.PC.4** Students will begin to recognize that written words are made up of letters and are separated by spaces.
- PK.2.PC.5** Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences.
- PK.2.PC.6** Students will write the majority of the letters in their first name and some uppercase and lowercase letters with prompting.

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- PK.2.PWS.1** Students will name the letters in their first name.
- PK.2.PWS.2** Students will name a majority of uppercase and lowercase letters.
- PK.2.PWS.3** Students will produce some sounds represented by letters.

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- PK.2.SE** Students will use random letters or letter-like shapes to represent pictures or ideas.

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

- PK.2.F** Students will read their first name in print.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
PK.2.R Students will begin to retell or reenact major events from a read-aloud.	PK.2.W Students will begin to express themselves through drawing and emergent writing.

Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading 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.	Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
PK.3.R.1 Students will describe the roles of an author and illustrator with prompting.	PK.3.W Students will use drawing and labeling to tell a story or share information with prompting.
PK.3.R.2 Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	
PK.3.R.3 Students will identify characters in a story with prompting.	



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
PK.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	PK.4.W.2 Students will begin to use appropriate language according to purpose in shared writing experiences.
PK.4.R.3 Students will begin to acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	

Standard 5: Language

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

Reading Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	
PK.5.R.1 Students will be exposed to different sentence structures through conversations, read-alouds, and interactive reading.	
PK.5.R.2 Students will recognize: <ul style="list-style-type: none">● concrete objects as persons, places or things (i.e., nouns) with prompting● words as actions (i.e., verbs) with prompting● color adjectives with prompting● spatial and time relationships such as <i>up</i>, <i>down</i>, <i>before</i>, and <i>after</i> with prompting	



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.	Writing Students will synthesize information ethically through speaking and writing.
PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

Standard 7: Multimodal Literacies

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

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
PK.7.R Students will explore ideas and topics in a variety of media and formats with prompting.	PK.7.W Students will begin to use appropriate props, images, or illustrations and movement to support their writing and speaking.

Standard 8: Independent Reading & Writing

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

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
PK.8.R Students will appropriately respond to read-alouds and shared reading, and interact independently with texts.	PK.8.W Students will begin to express their ideas through a combination of drawing and emergent writing with prompting.



Kindergarten

Students in kindergarten learn concepts of print, recognize individual sounds in words, write their first and last name, and recognize all letters in the alphabet. Students share personal interests, listen to others, and engage in collaborative conversation. Kindergarten students begin to identify authors and illustrators of books and describe characters and setting. They ask and answer basic yet relevant questions about texts, retelling facts and details. Students begin drawing, labeling pictures, or writing to tell a story or share information. They expand their grade-level vocabularies and apply their knowledge of those words as they communicate through speaking, drawing, and writing. Kindergarteners begin to write simple sentences that begin with a capital letter and conclude with an end mark. They also use props, illustrations, or movements to express themselves. Students participate in read-alouds, developing stamina for listening.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening

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

- K.1.L.1** Students will actively listen using agreed-upon rules for discussion with prompting.
- K.1.L.2** Students will follow simple one- and two-step oral directions.

Speaking

Students will develop and apply effective communication skills to share ideas through speaking.

- K.1.S.1** Students will work respectfully with peers with prompting.
- K.1.S.2** Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups with prompting.
- K.1.S.3** Students will ask and answer relevant questions with prompting.
- K.1.S.4** Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).



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.

- K.2.PA.1** Students will count spoken words in a sentence that includes some multisyllabic words.
- K.2.PA.2** Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.
- K.2.PA.3** Students will isolate and pronounce initial, medial, and final sounds in spoken words.
- K.2.PA.4** Students will count, segment, and blend syllables in spoken words.
- K.2.PA.5** Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /ch/ + at = *chat*; segmenting: *cat* = /c/+ at).
- K.2.PA.6** Students will blend phonemes to form one-syllable spoken words with 2 to 4 phonemes (e.g., /c/ /a/ /t/= *cat*).
- K.2.PA.7** Students will segment phonemes in one-syllable spoken words with 2 to 4 phonemes (e.g., *cat* = /c/ /a/ /t/).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

- K.2.PC.1** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
- K.2.PC.2** Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.
- K.2.PC.3** Students will recognize that print moves from top to bottom, left to right, and front to back.
- K.2.PC.4** Students will recognize that written words are made up of letters and are separated by spaces.



Standard 2 Continued

- K.2.PC.5** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.
- K.2.PC.6** Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- K.2.PWS.1** Students will name all uppercase and lowercase letters.
- K.2.PWS.2** Students will sequence the letters of the alphabet.
- K.2.PWS.3** Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).
- K.2.PWS.4** Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = *at, in, up*; CVC words = *pat, hen, lot*).

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- K.2.SE.1** Students will represent major consonants logically in phonetic spelling (e.g., "lefnt" for *elephant* or "apl" for *apple*).
- K.2.SE.2** Students will represent all of the sounds in a CVC word logically in phonetic spelling (e.g., "kat" for *cat* or "fer" for *fur*).



Standard 2 Continued

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

K.2.F.1 Students will read their first and last name in print.

K.2.F.2 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

Standard 2: Reading and Writing Process

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

Reading

Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with prompting.

K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with prompting.

K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story or the events of a story with prompting.

K.2.R.4 Students will begin to retell facts and details from a nonfiction/informational text.

Writing

Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

K.2.W.1 Students will begin to develop drafts by expressing themselves through drawing and emergent writing.

K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.

K.2.W.3 Students will begin to edit drafts using appropriate spacing between letters and words.



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- K.3.R.1** Students will describe the roles of an author and illustrator in various texts.
- K.3.R.2** Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.
- K.3.R.3** Students will describe characters and setting in a story with prompting.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- K.3.W** Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities.
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	K.4.W.2 Students will use appropriate language according to purpose in shared writing experiences.
K.4.R.3 Students will begin to acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- K.5.R.1** Students will recognize simple sentences with prompting.
- K.5.R.2** Students will recognize:
- concrete objects as persons, places or things (i.e., nouns) with prompting
 - words as actions (i.e., verbs) with prompting
 - color and size adjectives with prompting
 - the pronoun /
 - spatial and time relationships such as *up*, *down*, *before*, and *after* with prompting

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- K.5.W.1** Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.
- K.5.W.2** Students will capitalize, with prompting:
- their first name
 - the pronoun /
- K.5.W.3** Students will recognize and begin to use periods, question marks, and exclamation points.



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.	Writing Students will synthesize information ethically through speaking and writing.
<p>K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p>K.6.R.2 Students will identify graphic and text features to understand text:</p> <ul style="list-style-type: none">• photos• illustrations• titles	<p>K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.</p> <p>K.6.W.2 Students will find information from provided sources during group research with prompting.</p> <p>K.6.W.3 Students will share relevant information for appropriate purposes with prompting.</p>

Standard 7: Multimodal Literacies

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

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
<p>K.7.R Students will explore ideas and topics in multimodal content.</p>	<p>K.7.W Students will use appropriate props, images, or illustrations and movement to support their writing and speaking.</p>



Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

K.8.R Students will appropriately respond to read-alouds and shared reading, and interact independently with texts.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

K.8.W Students will express their ideas through a combination of drawing and emergent writing with prompting.



Grade 1

Students in grade 1 learn the foundational reading skills to proficiently decode text with fluency and understanding. Students share personal interests, listen to others, and engage in collaborative conversation. Students in grade 1 ask and answer basic yet relevant questions about fiction and nonfiction texts, retelling facts and details. They begin practicing the writing process by writing narrative, informative, and opinion pieces that focus on appropriate spacing. Students expand their grade-level vocabularies, including Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. Students write pieces with simple sentences that include independent clauses with singular or plural nouns, action verbs, correct capitalization, and end marks. Students understand text more clearly with the aid of graphic and text features, and use that understanding to find and share relevant information. Students express themselves through different combinations of multimodal content and develop stamina for longer periods of reading and writing.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
1.1.L.1 Students will actively listen using agreed-upon rules for discussion.	1.1.S.1 Students will work respectfully with peers.
1.1.L.2 Students will follow simple two- and three-step oral directions.	1.1.S.2 Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups.
	1.1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information presented to confirm understanding.
	1.1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas.



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.

- 1.2.PA.1** Students will count, segment, blend, and delete syllables in spoken words.
- 1.2.PA.2** Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = *chat*).
- 1.2.PA.3** Students will blend phonemes to form spoken words with 4 to 6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = *string*).
- 1.2.PA.4** Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. *string* = /s/ /t/ /r/ /i/ /ng/).
- 1.2.PA.5** Students will add, delete, and substitute phonemes in one-syllable spoken words without consonant blends (e.g., add /c/ to the beginning of *at* to say *cat*; remove the /p/ from *pin*, to say *in*; change the /d/ in *dog* to /f/ /r/ to say *frog*).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

- 1.2.PC.1** Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.
- 1.2.PC.2** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).



Standard 2 Continued

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- 1.2.PWS.1*** Students will decode one-syllable phonetically regular words by using their knowledge of:
- single consonants (e.g., b = /b/, f = /f/, t = /t/)
 - consonant blends (e.g., bl, br, cr)
 - digraphs and trigraphs (e.g., sh-, -tch)
 - short vowel sounds
 - vowel-consonant-silent-e (e.g., *lake*)
 - vowel digraphs (e.g., ea, oa, ee)
 - r-controlled vowels (i.e., ar, er, ir, or, ur)

***sequential skills**

- 1.2.PWS.2** Students will decode words by applying knowledge of both closed and open syllable types in one-syllable words.

- 1.2.PWS.3*** Students will decode words by applying knowledge of structural analysis:
- compound words
 - inflectional endings (e.g., -s, -ed, -ing)
 - contractions

***sequential skills**



Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- 1.2.SE.1*** Students will use correct spelling when writing the following sounds in words:
- consonants
 - short vowels
 - digraphs
 - consonant blends
 - VCe

***sequential skills**

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

- 1.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.
- 1.2.F.2** Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
1.2.R.1 Students will identify the topic or main idea with some supporting details of a text.	1.2.W.1 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.
1.2.R.2 Students will discriminate between fiction and nonfiction/informational text.	1.2.W.2 Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.
1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.	1.2.W.3 Students will correctly spell grade-appropriate, highly decodable words (e.g., <i>cup, like, cart</i>) and common, irregularly spelled sight words (e.g., <i>the</i>) while editing using resources as needed.
1.2.R.4 Students will retell facts and details from a nonfiction/informational text.	1.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 1.3.R.1** Students will identify the author’s purpose (i.e., tell a story, provide information) with prompting.
- 1.3.R.2** Students will describe who is telling a story with prompting.
- 1.3.R.3** Students will find textual evidence when provided with examples of literary elements:
 - setting, including time and place
 - main characters and their traits
- 1.3.R.4** Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.
- 1.3.R.5** Students will begin to use details from the text to draw conclusions and make predictions.
- 1.3.R.6** Students will begin to locate facts that are clearly stated in a text.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 1.3.W.1** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.
- 1.3.W.2** Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.
- 1.3.W.3** Students will write an opinion about a topic and provide a reason to support the opinion with prompting.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
1.4.R.1 Students will begin to determine relationships among words, including synonyms and antonyms.	1.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.
1.4.R.2 Students will begin to use context clues to determine the meaning of words with prompting.	1.4.W.2 Students will use appropriate language according to purpose in speaking and writing with prompting.
1.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.	
1.4.R.4 Students will begin to use grade-appropriate resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	
1.4.R.5 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 1.5.R.1** Students will recognize simple sentences.
- 1.5.R.2** Students will recognize:
- nouns as concrete objects (i.e., people, persons, places, and things) and regular plural nouns
 - verbs as actions
 - singular and plural nouns with correct verbs in simple sentences (e.g., He sits.)
 - color, size, and number adjectives
 - prepositions (e.g., The dog is **on** top of **the** doghouse)
 - the pronouns *I*, *me*, *you*, and *we*
 - the conjunctions *and*, *or*, and *but*
 - the adverbs *too* and *very*

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 1.5.W.1** Students will use independent clauses to compose simple sentences that begin with a capital letter and conclude with an end mark.
- 1.5.W.2** Students will use nouns, verbs, and adjectives to add clarity and variety to their writing
- 1.5.W.3** Students will capitalize:
- the first letter of a sentence
 - proper names
 - months and days of the week
- 1.5.W.4** Students will use periods, question marks, and exclamation points.



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.	Writing Students will synthesize information ethically through speaking and writing.
<p>1.6.R.1 Students will identify who can answer questions about their topic or what resources they will need to find the information.</p> <p>1.6.R.2 Students will identify graphic and text features to understand text:</p> <ul style="list-style-type: none">● photos● illustrations● titles● labels● headings● charts● graphs <p>1.6.R.3 Students will identify the location and purpose of the table of contents and glossary.</p>	<p>1.6.W.1 Students will generate questions about topics of interest.</p> <p>1.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.</p> <p>1.6.W.3 Students will share relevant information for appropriate purposes.</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

- 1.7.R** Students will explore and compare ideas and topics in multimodal content.

Writing

Students will create multimodal content to communicate effectively.

- 1.7.W** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

- 1.8.R** Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

- 1.8.W** Students will write independently through a combination of emergent and conventional writing with prompting.



Grade 2

Students in grade 2 strengthen their foundational and critical reading skills to proficiently read increasingly complex literature and informational text with fluency and understanding. They ask and answer relevant questions by using text evidence, summarizing, and engaging in collaborative conversation. Students identify literary elements such as character, setting, author’s purpose, and structure. Students in grade 2 continue to practice the writing process by writing narrative, informative, and opinion pieces. They expand their grade-level vocabularies, including synonyms, antonyms, and words with Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. Students write both simple and compound declarative, interrogative, imperative, and exclamatory sentences, and they use the correct end marks for each. Students use apostrophes when writing contractions, commas when writing dates, and colons when writing time. Students in grade 2 understand text more clearly with the aid of graphic and text features, and use that understanding to find and share relevant information independently or in a group. Students express themselves through different combinations of multimodal content and develop stamina for longer periods of reading and writing.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
2.1.L.1 Students will actively listen using appropriate discussion rules.	2.1.S.1 Students will work respectfully in groups, share responsibility for collaborative work, and value individual contributions made by each group member.
2.1.L.2 Students will follow multi-step oral directions.	2.1.S.2 Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups. 2.1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding. 2.1.S.4 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



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.

- 2.2.PA** Students will add, delete, and substitute phonemes in words with consonant blends (e.g., add /g/ to the beginning of *low* to say *glow*; remove the /b/ in *bridge* to say *ridge*; change the /ar/ in *charm* to /u/ to say *chum*).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

- 2.2.PC** Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- 2.2.PWS.1*** Students will decode one- and two- syllable words by using their knowledge of:
- single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])
 - consonant blends (e.g., bl, br, cr)
 - consonant digraphs and trigraphs (e.g., sh-, -tch)
 - “r” controlled vowels (i.e., ar, er, ir or, ur)
 - vowel digraphs (e.g., ea, oa, ee)
 - vowel-consonant-silent-e (e.g., *lake*)
 - vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in *boil*, oy as in *boy*)
 - schwa
 - silent letter combinations (*knew*, *calm*, *ghost*)

***sequential skills**



Standard 2 Continued

2.2.PWS.2* Students will decode words by applying knowledge of all major syllable patterns:

- a. closed
- b. open
- c. vowel team
- d. vowel silent e
- e. r-controlled
- f. consonant +le

***sequential skills**

2.2.PWS.3* Students will decode words by applying knowledge of structural analysis:

- a. inflectional endings (e.g., -s, -ed, -ing)
- b. compound words
- c. contractions
- d. abbreviations
- e. common roots and related prefixes and suffixes

***sequential skills**

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

2.2.SE.1* Students will use correct spelling when writing the following sounds in words:

- a. digraphs
- b. trigraphs
- c. vowel teams
- d. r-controlled

***sequential skills**



Standard 2 Continued

2.2.SE.2* Students will use correct spelling when writing the following syllable patterns in single- and multi-syllabic words.

- a. closed
- b. open
- c. VCe (i.e., vowel silent e)
- d. Vr (i.e., r-controlled)

***sequential skills**

2.2.SE.3* Students will use structural analysis to correctly spell the following parts of words.

- a. common prefixes
- b. common suffixes
- c. common spelling rules related to adding prefixes and suffixes

***sequential skills**

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

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



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
2.2.R.1 Students will identify the main idea and supporting details of a text.	2.2.W.1 Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.
2.2.R.2 Students will identify elements of various genres.	
2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.	2.2.W.2 Students will develop and edit drafts using appropriate spacing between letters, words, and sentences.
2.2.R.4 Students will begin to summarize facts and details from a nonfiction/informational text.	2.2.W.3 Students will correctly spell grade-appropriate words while editing using resources as needed. 2.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 2.3.R.1** Students will determine the author’s purpose (i.e., tell a story, provide information).
- 2.3.R.2** Students will determine whether a grade-level text is narrated in first- or third-person point of view with prompting.
- 2.3.R.3** Students will find textual evidence when provided with examples of literary elements:
 - setting, including time and place
 - plot, including beginning, middle, end
 - characters and their traits
- 2.3.R.4** Students will find examples of literary devices:
 - simile
 - metaphor
 - alliteration
 - onomatopoeia
- 2.3.R.5** Students will use details from the text to draw conclusions and make predictions.
- 2.3.R.6** Students will locate facts that are clearly stated in a text.
- 2.3.R.7** Students will describe the structure of a text with prompting:
 - description
 - sequential

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 2.3.W.1** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.
- 2.3.W.2** Students will write facts about a topic and include a main idea with supporting details in a paragraph.
- 2.3.W.3** Students will write an opinion about a topic and provide reasons as support in a paragraph.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
2.4.R.1 Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	2.4.W.1 Students will use grade-level vocabulary to communicate ideas through speaking and writing.
2.4.R.2 Students will begin to use context clues to determine the meaning of words with prompting.	2.4.W.2 Students will use appropriate language according to purpose and audience in speaking and writing.
2.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.	
2.4.R.4 Students will use grade-appropriate resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.	
2.4.R.5 Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 2.5.R.1** Students will recognize simple and compound sentences.
- 2.5.R.2** Students will recognize:
 - common, proper, and irregular plural nouns
 - tenses of verbs (i.e., past, present, future)
 - the simple subject and simple predicate of a sentence
 - adjectives
 - prepositions
 - singular and plural pronouns and the nouns they replace
 - the conjunctions *and*, *or*, and *but*
 - -ly adverbs

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 2.5.W.1** Students will use independent clauses to compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.
- 2.5.W.2** Students will use nouns, verbs (i.e., past, present, and future tenses), adjectives, and prepositions to add clarity and variety to their writing.
- 2.5.W.3** Students will capitalize and appropriately punctuate:
 - the first letter of a quotation
 - holidays
 - product names
 - initials
 - months and days of the week
- 2.5.W.4** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
- 2.5.W.5** Students will use apostrophes to form simple contractions (e.g., *isn't*, *aren't*, *can't*) and to show possession.
- 2.5.W.6** Students will use commas in dates (e.g., September 6, 2020)



Standard 5 Continued

2.5.W.7 Students will use a colon to indicate time (e.g., The bell rings at 3:15.)

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.	Writing Students will synthesize information ethically through speaking and writing.
2.6.R.1 Students will create their own questions to find information on their topic.	2.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.
2.6.R.2 Students will identify graphic and text features to understand text: <ul style="list-style-type: none">● photos● illustrations● titles● labels● headings● charts● graphs● captions● subheadings	2.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.
2.6.R.3 Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).	2.6.W.3 Students will organize and share relevant information for appropriate purposes.



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

2.7.R Students will explain how ideas and topics are depicted in multimodal content.

Writing

Students will create multimodal content to communicate effectively.

2.7.W Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

2.8.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

2.8.W Students will write independently over various lengths of time for a variety of purposes.



Grade 3

Students in grade 3 continue to strengthen their foundational reading and writing skills while also starting to build the critical reading and writing skills needed to proficiently read increasingly complex literature and informational text. Students ask relevant questions and answer inferential questions, using text evidence, summarizing, and engaging in collaborative conversation. They analyze texts for literary elements and devices, point of view, and structure. Students continue to practice the writing process by writing narrative, informative, and opinion pieces. Students in grade 3 expand their grade-level vocabularies, including homophones and homographs, multiple-meaning words, and words with Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. Students write simple and compound sentences and recognize and correct fragments. They use adjectives, prepositions, and adverbs to add detail and clarity to their writing. Students understand text more clearly with the aid of graphic and text features and use that understanding to find, organize, and share relevant information. Students in grade 3 analyze different combinations of multimodal content to determine how best to communicate ideas and feelings. Students develop stamina for longer periods of reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
3.1.L.1 Students will actively listen using appropriate discussion rules.	3.1.S.1 Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
3.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	3.1.S.2 Students will engage in collaborative discussion about various topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
	3.1.S.3 Students will report in a group or individually on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.



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.

- 3.2.PA** Students will add, delete, substitute, and reverse phonemes in one-syllable spoken words that may include blends (e.g. remove /m/ from *meat* to say *eat*, delete the /n/ in *snail* to say *sail*, say *fork* without the /k/ to say *for*, reverse the initial and final sounds in *safe* to say *face*)

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

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

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- 3.2.PWS.1** Students will decode multisyllabic words using their knowledge of:
- “r” controlled vowels (i.e., ar, er, ir or, ur)
 - vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in *boil*, oy as in *boy*)
 - all major syllable patterns (i.e., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)
- 3.2.PWS.2** Students will decode words by applying knowledge of structural analysis:
- contractions
 - abbreviations
 - common roots and related prefixes and suffixes
 - morphology
- 3.2.PWS.3** Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.



Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- 3.2.SE.1** Students will use correct spelling when writing the following sounds in words:
- diphthongs
 - schwa (i.e., /ə/)
 - silent letter combinations (e.g., *knew*, *calm*, *ghost*)
- 3.2.SE.2** Students will use correct spelling when writing the following syllable patterns in single- and multi-syllabic words:
- vowel teams
 - -le
- 3.2.SE.3** Students will use structural analysis to correctly spell the following parts of words:
- common prefixes
 - common suffixes
 - common spelling rules related to adding prefixes and suffixes

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

- 3.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.
- 3.2.F.2** Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
3.2.R.1 Students will determine the main idea and supporting details of a text.	3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop drafts that display evidence of paragraphing.
3.2.R.2 Students will identify elements of various genres.	
3.2.R.3 Students will summarize and sequence the important events of a story.	3.2.W.2 Students will routinely use a recursive process to edit drafts and revise for clarity, coherence, and organization (e.g., logical order and transitions).
3.2.R.4 Students will summarize facts and details from a nonfiction/informational text.	3.2.W.3 Students will correctly spell grade-appropriate words while editing using resources as needed. 3.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 3.3.R.1** Students will determine if the author's purpose is to entertain, inform, or persuade.
- 3.3.R.2** Students will determine whether a grade-level literary text is narrated in first or third person point of view.
- 3.3.R.3** Students will find textual evidence when provided with examples of literary elements and organization:
- setting
 - plot
 - characters
 - characterization
- 3.3.R.4** Students will find examples of literary devices:
- personification
 - hyperbole
 - simile
 - metaphor
 - alliteration
 - onomatopoeia
- 3.3.R.5** Students will answer inferential questions, using a text to support answers.
- 3.3.R.6** Students will distinguish fact from opinion in a text.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 3.3.W.1** Students will write narratives incorporating:
- plot (i.e., beginning, middle, end)
 - setting
 - characters
 - characterization
- 3.3.W.2** Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.
- 3.3.W.3** Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.



Standard 3 Continued

- 3.3.R.7** Students will describe the structure of a text:
- problem/solution
 - description
 - sequential

Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.	3.4.W.1 Students will use grade-level vocabulary to clearly communicate ideas in writing.
3.4.R.2 Students will use context clues to clarify the meaning of words or distinguish among multiple-meaning words.	3.4.W.2 Students will use precise vocabulary appropriate for the intended mode and effect on the audience in writing.
3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new word	
3.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.	
3.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 3.5.R.1** Students will recognize simple and compound sentences.
- 3.5.R.2** Students will recognize:
- concrete, abstract, and possessive nouns.
 - different types of verbs (i.e., action, linking, helping) and their roles in a sentence
 - the complete subject and complete predicate of a sentence
 - adjectives and articles as adjectives (i.e., *a*, *an*, *the*)
 - prepositional phrases
 - personal pronouns and the nouns they replace
 - coordinating conjunctions
 - adverbs

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 3.5.W.1** Students will use independent clauses to compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.
- 3.5.W.2** Students will use nouns, verbs (i.e., action, linking, and helping), adjectives, prepositions, and adverbs to add clarity and variety to their writing.
- 3.5.W.3** Students will capitalize and appropriately punctuate:
- titles of respect
 - appropriate words in titles
 - geographical names
- 3.5.W.4** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
- 3.5.W.5** Students will use apostrophes to form complex contractions (e.g., *should've*, *won't*, *y'all*) and to show possession.
- 3.5.W.6** Students will use commas:
- before a coordinating conjunction in a compound sentence
 - to separate individual words in a series
 - to indicate dialogue



Standard 5 Continued

3.5.W.7 Students will use a colon to indicate time.

3.5.W.8 Students will use quotation marks to indicate dialogue.

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.

3.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge.

3.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.

3.6.R.3 Students will begin to determine the relevance of the information gathered.

Writing

Students will synthesize information ethically through speaking and writing.

3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

3.6.W.2 Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).

3.6.W.3 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.



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

- 3.7.R** Students will locate, compare, and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.

Writing

Students will create multimodal content to communicate effectively.

- 3.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more of the following:
- writing/alphabetic
 - sound, visual, and/or spatial content
 - movement

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

- 3.8.R** Students will read selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

- 3.8.W** Students will write independently for various lengths of time, choosing modes and genres to suit their audience and purpose.



Grade 4

Students in grade 4 use their foundational reading and writing skills to strengthen the critical reading and writing skills needed to proficiently read increasingly complex literature, informational text, and mixed media. They ask relevant, detailed questions and answer inferential questions, using text evidence, summarizing, and engaging in collaborative conversation in diverse groups. Students analyze texts for literary elements and devices, author's purpose, point of view, and structure, and they provide textual evidence when needed. Students in grade 4 continue to practice the writing process by writing longer narrative, informative, and opinion pieces, using textual evidence in each when required. Students expand their grade-level vocabularies, including analogies, multiple-meaning words, and words with Latin roots, and apply their knowledge of those words as they communicate through speaking and writing. Students in grade 4 recognize and write sentences that include prepositional phrases, possessive pronouns, comparative and superlative adjectives, and quotation marks. They research topics to answer questions or gain knowledge, gathering and organizing relevant information from reliable sources. Students in grade 4 analyze information from different modes and create their own multimodal content using various combinations that best express their ideas or feelings. They strengthen their stamina for longer periods of independent reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **44 Phonemes:** The 44 phonemes of the English language are listed with their graphemes and examples.
- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
4.1.L.1 Students will actively listen using appropriate discussion rules.	4.1.S.1 Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
4.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	4.1.S.2 Students will engage in collaborative discussion about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
	4.1.S.3 Students will give informal presentations in a group or individually, organizing information and determining appropriate content for the audience, speaking audibly in coherent sentences at an appropriate pace.



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.

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

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

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

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

- 4.2.PWS.1** Students will decode unfamiliar and multisyllabic words using their combined knowledge of:
- letter-sound correspondences
 - all major syllable patterns (i.e., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)
- 4.2.PWS.2** Students will decode words by applying knowledge of structural analysis:
- contractions
 - abbreviations
 - common roots and related affixes
 - morphology
 - semantics



Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- 4.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of:
- letter-sound correspondences
 - all major syllable patterns (i.e., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)
- 4.2.SE.2** Students will use correct spelling when writing the following in words:
- contractions
 - abbreviations
 - common roots and related affixes

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

- 4.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.
- 4.2.F.2** Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
4.2.R.1 Students will determine the main idea and key supporting details of a text.	4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop drafts that display evidence of paragraphing.
4.2.R.2 Students will compare texts to distinguish various genres.	4.2.W.2 Students will routinely use a recursive process to edit drafts and revise for clarity, coherence, and organization (e.g., logical order and transitions).
4.2.R.3 Students will summarize and sequence the important events of a story.	4.2.W.3 Students will correctly spell grade-appropriate words while editing using resources as needed.
4.2.R.4 Students will summarize facts and details from a nonfiction/informational text.	4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 4.3.R.1** Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.
- 4.3.R.2** Students will determine whether a grade-level literary text is narrated in first or third person point of view.
- 4.3.R.3** Students will find textual evidence of key literary elements:
- setting
 - plot
 - conflict
 - characters (i.e., protagonist, antagonist)
 - characterization
- 4.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- idiom
 - personification
 - hyperbole
 - simile
 - metaphor
 - alliteration
 - onomatopoeia
- 4.3.R.5** Students will answer inferential questions using evidence from multiple texts to support answers.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 4.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots with a climax and resolution
 - include developed characters who overcome conflict(s) and use dialogue
 - use a consistent point of view
 - unfold in chronological sequence
 - use sentence variety, sensory details, and vivid language to create interest
- 4.3.W.2** Students will compose informative essays that:
- introduce and develop a topic
 - incorporate evidence (e.g., specific facts, examples, details)
 - maintain an organized structure
 - use sentence variety and word choice to create interest
- 4.3.W.3** Students will write opinion essays that:
- introduce a topic and state an opinion
 - organize relevant, text-based evidence to support the opinion
 - use sentence variety and word choice to create interest



Standard 3 Continued

4.3.R.6 Students will distinguish fact from opinion in a text and explain how reasons and facts support specific points.

4.3.R.7 Students will distinguish the structures of a text:

- cause/effect
- problem/solution
- description
- sequential

Standard 4: Vocabulary

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

Reading

Students will expand their grade-level vocabularies through reading, word study, and class discussion.

- 4.4.R.1** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.
- 4.4.R.2** Students will use context clues to clarify the meaning of words or distinguish among multiple-meaning words.
- 4.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.
- 4.4.R.4** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.
- 4.4.R.5** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

Writing

Students will apply knowledge of vocabulary to speak and write effectively.

- 4.4.W.1** Students will use grade-level vocabulary to clearly communicate ideas in writing.
- 4.4.W.2** Students will use precise and vivid vocabulary appropriate for the intended mode and effect on the audience in writing.



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 4.5.R.1** Students will recognize simple and compound sentences.
- 4.5.R.2** Students will recognize:
 - irregular possessive nouns
 - irregular and past participle verbs and verb tense to identify settings, times, and sequences in text
 - subject and verb agreement
 - comparative and superlative adjectives
 - prepositional phrases
 - possessive pronouns and the nouns they replace (i.e., antecedents)
 - coordinating conjunctions
 - comparative and superlative adverbs
 - interjections

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 4.5.W.1** Students will use independent clauses to compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.
- 4.5.W.2** Students will use nouns, verbs, adjectives (e.g., comparatives and superlatives), prepositions, and adverbs (e.g., comparatives and superlatives) to add clarity and/or variety to their writing.
- 4.5.W.3** Students will recognize and correct the inappropriate usage of apostrophes to form plurals.
- 4.5.W.4** Students will capitalize:
 - familial relations
 - proper adjectives
 - conventions of letter writing
- 4.5.W.5** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
- 4.5.W.6** Students will use apostrophes to show possession of singular and plural nouns.



Standard 5 Continued

- 4.5.W.7** Students will use commas:
 - in greetings, closings, and addresses in letters
 - to separate individual words in a series
 - to indicate dialogue
- 4.5.W.8** Students will use a colon to introduce a list. (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.)
- 4.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 4.5.W.10** Students will use underlining or italics to indicate titles of works.

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Students will synthesize information ethically through speaking and writing.</p>
<p>4.6.R.1 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).</p>	<p>4.6.W.1 Students will generate a viable research question about a specific topic.</p>
<p>4.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.</p>	<p>4.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).</p>
<p>4.6.R.3 Students will determine the relevance of the information gathered.</p>	<p>4.6.W.3 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.</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

4.7.R Students will locate, compare, contrast, and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.

Writing

Students will create multimodal content to communicate effectively.

4.7.W Students will communicate their ideas, thoughts, and feelings by combining two or more of the following:

- writing/alphabetic
- sound, visual, and/or spatial content
- movement

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

4.8.R Students will read selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

4.8.W Students will write independently for various lengths of time, choosing modes and genres to suit their audience and purpose.



Grade 5

Students in grade 5 extend their critical reading and writing skills to proficiently read complex literature, informational text, and mixed media. Students use text evidence, summarizing, paraphrasing, and engaging in collaborative conversation in diverse groups to ask and answer relevant questions. They analyze texts to determine genres, evaluate literary devices, and distinguish between fact and opinion, providing textual support as needed. Students in grade 5 regularly practice the writing process by writing longer narrative, informative, and opinion pieces, referencing text evidence when required. Students expand their vocabularies, including analogies, homophones and homographs, and words with Latin roots, and apply their knowledge of those words when communicating through speaking and writing. They recognize and use simple, compound, and complex sentences, and they identify and correct errors in subject/verb agreement, verb tenses, and contractions. Students in grade 5 use a colon to introduce a list, quotation marks to signify quoted material, and italics to indicate a title. They use text features and reliable sources to gather relevant information during research and present their findings in an organized manner. Students analyze information from different modes and create their own multimodal content using various combinations that best express their ideas or feelings. Students in grade 5 increase their stamina for longer periods of independent reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
5.1.L.1 Students will actively listen using appropriate discussion rules with awareness of verbal and nonverbal cues.	5.1.S.1 Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
5.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	5.1.S.2 Students will engage in collaborative discussion about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
	5.1.S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience, speaking audibly in coherent sentences at an appropriate pace.



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.

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

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

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

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

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

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

5.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of:

- letter-sound correspondences
- all major syllable patterns (i.e., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)

5.2.SE.2 Students will use correct spelling when writing the following words:

- contractions
- abbreviations
- common roots and related affixes



Standard 2 Continued

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

- 5.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.
- 5.2.F.2** Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Standard 2: Reading and Writing Process

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

Reading

Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

- 5.2.R.1** Students will explain how key supporting details support the main idea of a text.
- 5.2.R.2** Students will analyze details in literary and nonfiction/informational texts to distinguish various genres.
- 5.2.R.3** Students will summarize and sequence the important events of a story.
- 5.2.R.4** Students will summarize facts and details from a nonfiction/informational text.

Writing

Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

- 5.2.W.1** Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph essays.
- 5.2.W.2** Students will routinely use a recursive process to edit drafts and revise for clarity, coherence, and organization (e.g., logical order and transitions).
- 5.2.W.3** Students will correctly spell grade-appropriate words while editing using resources as needed.
- 5.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 5.3.R.1** Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.
- 5.3.R.2** 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.
- 5.3.R.3** Students will describe and find textual evidence of key literary elements:
- setting
 - plot
 - conflict
 - characters (i.e., protagonist, antagonist)
 - characterization
 - theme
- 5.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- imagery
 - idiom
 - personification
 - hyperbole
 - simile
 - metaphor
 - alliteration
 - onomatopoeia

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots with a climax and resolution
 - include developed characters who overcome conflict(s) and use dialogue
 - use a consistent point of view
 - unfold in chronological sequence
 - use sentence variety, sensory details, and vivid language to create interest
- 5.3.W.2** Students will compose informative essays that:
- introduce and develop a topic
 - incorporate evidence (e.g., specific facts, examples, charts, and graphs)
 - maintain an organized structure
 - use sentence variety and word choice to create interest
- 5.3.W.3** Students will write opinion essays that:
- introduce a topic and state a clear opinion
 - organize relevant, text-based evidence in a logical sequence
 - use sentence variety and word choice to create interest



Standard 3 Continued

- 5.3.R.5** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
- 5.3.R.6** Students will distinguish fact from opinion in a text and explain how reasons and facts support specific points.
- 5.3.R.7** Students will distinguish the structures of texts:
- compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	5.4.W.1 Students will use grade-level vocabulary to clearly communicate ideas in writing.
5.4.R.2 Students will use context clues to clarify the meaning of words or distinguish among multiple-meaning words.	5.4.W.2 Students will use precise and vivid vocabulary appropriate for the intended mode and effect on the audience in writing.
5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	
5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.	
5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 5.5.R.1** Students will recognize simple, compound, and complex sentences (i.e., independent & dependent clauses).
- 5.5.R.2** Students will recognize:
- nouns and explain their role in particular sentences
 - verb tense to identify settings, times, sequences, and conditions in text
 - subject and verb agreement
 - adjectives and explain their role in particular sentences
 - prepositional phrases and explain their role in particular sentences
 - intensive pronouns and their antecedents
 - coordinating conjunctions and explain their effect in particular sentences
 - adverbs and explain their role in particular sentences
 - interjections and explain their role in particular sentences

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences, recognizing and correcting run-ons.
- 5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., intensive) to add clarity and variety to their writing.
- 5.5.W.3** Students will recognize and correct:
- errors in subject and verb agreement
 - inappropriate shifts in verb tense
 - inappropriate shifts in pronoun number and person
- 5.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 5.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 5.5.W.6** Students will use the correct forms of *it's/its*, *you're/your*, and *they're/there/their*.
- 5.5.W.7** Students will use commas:
- to separate individual words in a series
 - to indicate dialogue



Standard 5 Continued

- 5.5.W.8** Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).
- 5.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 5.5.W.10** Students will use underlining or italics to indicate titles of works.
- 5.5.W.11** Students will use a semicolon to punctuate compound sentences.

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Students will synthesize information ethically through speaking and writing.</p>
<p>5.6.R.1 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).</p>	<p>5.6.W.1 Students will formulate a viable research question.</p>
<p>5.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to analyze the structure of informational texts.</p>	<p>5.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).</p>
<p>5.6.R.3 Students will determine the relevance and reliability of the information gathered.</p>	<p>5.6.W.3 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 concrete details, quotations, or other relevant information from multiple sources.</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

5.7.R Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.

Writing

Students will create multimodal content to communicate effectively.

5.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

5.8.R Students will read selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

5.8.W Students will write independently for various lengths of time, choosing modes and genres to suit their audiences and purposes.



Grade 6

In grade 6 students practice speaking and listening by sharing their ideas and findings in class discussions. During the revision stage of the writing process, students learn how to better organize their writing through logical order and transitions. Students proficiently read complex literature and informational texts while further developing the ability to cite textual evidence to support analyses, which now includes mood. In this grade, students shift from writing opinion essays to argumentative essays, using claims, organization, and evidence to strengthen their writing. Students' vocabularies expand as they become more attuned to using context clues, knowledge of Latin roots, affixes, and stems to determine the meaning of complex words. They learn how to use commas and colons with increasing sophistication in their writing. They also take a critical stance toward sources and apply criteria for identifying relevant and reliable information. Students critique and create multimodal content and become increasingly independent readers and writers.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
6.1.L.1 Students will actively listen, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	6.1.S.1 Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions.
6.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	6.1.S.2 Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
	6.1.S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining the content, form, and purpose to suit the audience.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
6.2.R.1 Students will summarize print and/or nonprint texts, including main idea and key details, to demonstrate comprehension.	6.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).
6.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	6.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.
6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension.	6.2.W.3 Students will routinely and recursively revise multiple drafts for intended purpose, audience, and organization (e.g., logical order and transitions). 6.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. 6.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 6.3.R.1** 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.
- 6.3.R.2** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.
- 6.3.R.3** Students will analyze how key literary elements contribute to the meaning of a literary work:
- setting
 - plot
 - characters (i.e., protagonist, antagonist)
 - characterization
 - conflict (i.e., internal and external)
 - point of view (i.e., third person limited and omniscient)
- 6.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
 - sound devices (i.e., onomatopoeia, alliteration)
- 6.3.R.5** Students will identify literary elements and devices that impact a text's theme and mood.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 6.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots involving characters resolving conflicts
 - unfold in chronological sequence
 - include a narrator, precise language, sensory details, and dialogue to enhance the narrative
 - use sentence variety to create clarity
- 6.3.W.2** Students will compose informative essays or reports that:
- objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
- 6.3.W.3** Students will compose argumentative essays that:
- introduce precise claims
 - organize claims and evidence in a logical sequence
 - provide relevant evidence to develop arguments, using credible sources
 - use sentence variety and word choice to create clarity



Standard 3 Continued

- 6.3.R.6** Students will categorize facts included in an argument as for or against an issue.
- 6.3.R.7** Students will analyze how informational text structures support the author's purpose:
- compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential
- 6.3.R.8** Students will analyze one or more ideas from a text, providing textual evidence to support their analysis.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
6.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	6.4.W.1 Students will use precise, grade-level vocabulary to clearly communicate ideas in writing.
6.4.R.2 Students will use context clues, connotation, or denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	6.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.
6.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	
6.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 6.5.R.1** Students will recognize simple, compound, and complex sentences (i.e., independent & dependent clauses).
- 6.5.R.2** Students will recognize:
- nouns and explain their effect in particular sentences
 - verb tense to signify various times, sequences, states, and conditions in text
 - subject and verb agreement
 - adjectives and explain their effect in particular sentences
 - prepositional phrases and explain their effect in particular sentences
 - reflexive pronouns and their antecedents and the role of singular *they/them/their*
 - subordinating conjunctions
 - adverbs and interjections and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 6.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences, avoiding and correcting run-ons, to add clarity and variety in their writing.
- 6.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., reflexive) to add clarity and variety to their writing.
- 6.5.W.3** Students will recognize and correct:
- errors in subject and verb agreement
 - inappropriate shifts in verb tense
 - inappropriate shifts in pronoun number and person
- 6.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 6.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 6.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5



Standard 5 Continued

- 6.5.W.7** Students will use commas:
- to separate an introductory element from the rest of the sentence
 - to indicate direct address (e.g., Where are you, Sam?)
- 6.5.W.8** Students will use a colon to introduce a quotation from a source (e.g., 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.").
- 6.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 6.5.W.10** Students will use underlining or italics to indicate titles of works.
- 6.5.W.11** Students will use a semicolon to punctuate compound and compound-complex sentences.



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.	Writing Students will synthesize information ethically through speaking and writing.
6.6.R.1 Students will use their own viable research questions to gather information about a specific topic.	6.6.W.1 Students will formulate and refine a viable research question.
6.6.R.2 Students will record and organize information from various primary and secondary sources.	6.6.W.2 Students will develop a clear, concise thesis statement.
6.6.R.3 Students will determine the relevance and reliability of the information gathered.	6.6.W.3 Students will quote findings following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.
	6.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).

Standard 7: Multimodal Literacies

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

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
6.7.R Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.	6.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.



Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

6.8.R Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

6.8.W Students will write independently for various lengths of time, choosing modes and genres to suit their audience and purpose.



Grade 7

In grade 7 students participate in discussion, making their ideas and reasoning clear to their listeners and recognize the contributions of group members. Students paraphrase longer pieces of text and revise with coherence in mind. Students demonstrate an emerging sophistication in their ability to read challenging complex texts closely in order to cite multiple instances of specific evidence to support their assertions. By the end of grade 7, students should be able to recognize the effect of setting, plot and, characters on the theme and mood of a text. Their vocabulary has developed to the point where they can distinguish between denotative and connotative meaning and can use their knowledge of Greek roots to determine the meanings of words. Students gain the ability to write compound-complex sentences, the most complex sentence structure, which they can use in narrative, informative, and argumentative modes. In research, students determine not only the relevance and reliability of sources but also the validity. Students play with modes and genres while writing independently and explore genres while reading independently.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
7.1.L.1 Students will actively listen, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	7.1.S.1 Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.
7.1.L.2 Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose.	7.1.S.2 Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. 7.1.S.3 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the content, form, and purpose to suit the audience.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
7.2.R.1 Students will summarize print and/or nonprint texts, including main idea and key details, to demonstrate comprehension within and between texts.	7.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	7.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.
7.2.R.3 Students will paraphrase a short passage in their own words to demonstrate comprehension.	7.2.W.3 Students will routinely and recursively revise multiple drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view). 7.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. 7.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 7.3.R.1** 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.
- 7.3.R.2** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.
- 7.3.R.3** Students will analyze how key literary elements contribute to the meaning of a literary work:
- setting
 - plot
 - characters (i.e., protagonist, antagonist)
 - characterization
 - conflict (i.e., internal and external)
 - point of view (i.e., third person limited and omniscient and second person)
- 7.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
 - sound devices (i.e., onomatopoeia, alliteration)
 - verbal irony

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 7.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots involving complex characters resolving conflicts
 - unfold in chronological or surprising sequence (e.g., foreshadowing)
 - include a narrator, precise language, sensory details, and dialogue to enhance the narrative
 - use sentence variety to create clarity
- 7.3.W.2** Students will compose informative essays or reports that:
- objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style



Standard 3 Continued

- 7.3.R.5** Students will identify literary elements and devices that impact a text's theme and mood.
- 7.3.R.6** Students will distinguish factual claims from opinions.
- 7.3.R.7** Students will analyze how text structures support the author's purpose:
- claims/evidence/reasoning
 - compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential
- 7.3.R.8** Students will analyze multiple ideas from a text, providing textual evidence to support their analysis.

- 7.3.W.3** Students will compose argumentative essays that:
- introduce precise claims
 - organize claims and evidence in a logical sequence
 - provide relevant evidence to develop arguments, using credible sources
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
7.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	7.4.W.1 Students will use precise, grade-level vocabulary to clearly communicate ideas in writing.
7.4.R.2 Students will use context clues, connotation, or denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.
7.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	
7.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 7.5.R.1** Students will recognize simple, compound, complex, and compound-complex sentences and explain their effect(s).
- 7.5.R.2** Students will recognize:
- nouns and explain their effect in particular sentences
 - gerunds
 - subject and verb agreement
 - cumulative and coordinate adjectives
 - demonstrative pronouns, vague pronouns (i.e., ones with unclear or ambiguous antecedents), and the role of singular *they/them/their*
 - correlative conjunctions
 - adverbs and interjections and explain their effect in particular sentences

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 7.5.W.1** Students will compose simple, compound, complex (i.e., independent and dependent clauses), and compound-complex sentences, avoiding and correcting run-ons, to add clarity and variety in their writing.
- 7.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., demonstrative) to add clarity and variety to their writing.
- 7.5.W.3** Students will recognize and correct:
- errors in subject and verb agreement
 - inappropriate shifts in verb tense
 - vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- 7.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 7.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 7.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5
- 7.5.W.7** Students will use commas to separate words or phrases in a series.



Standard 5 Continued

- 7.5.W.8** Students will use a colon to introduce a quotation from a source (e.g., 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.").
- 7.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 7.5.W.10** Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.
- 7.5.W.11** Students will use a semicolon to punctuate compound and compound-complex sentences.

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Students will synthesize information ethically through speaking and writing.</p>
<p>7.6.R.1 Students will use their own viable research questions and identify the claims and evidence from researched information to gather information about a specific topic.</p>	<p>7.6.W.1 Students will formulate and refine a viable research question.</p>
<p>7.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources.</p>	<p>7.6.W.2 Students will develop a clear, concise thesis statement.</p> <p>7.6.W.3 Students will quote and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.</p>
<p>7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.</p>	<p>7.6.W.4 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).</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

7.7.R Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.

Writing

Students will create multimodal content to communicate effectively.

7.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

7.8.R Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

7.8.W Students will write independently for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.



Grade 8

In grade 8, students continue to refine their listening and speaking skills, giving formal and informal presentations. They summarize texts on similar topics and revise for word choice and sentence variety. Grade 8 students analyze complex nonfiction texts and works of literature by reading closely and uncovering evidence to wield in their own writing. At this level, students now evaluate the rhetorical elements of ethos, logos, and pathos to further their analysis of texts and strengthen their argumentative writing in which they acknowledge alternate or opposing claims. They can also assess whether a claim is substantiated. Students develop a rich vocabulary of academic words, which they use to speak and write with more precision. As their language skills expand, they begin to recognize active and passive voice and correct misplaced and dangling modifiers as well as use verbals to create clarity and add variety to their writing. Students use direct quotes, summaries, and now paraphrases in their research papers and projects. They continue to create and critique multimodal content and broaden their independent reading and writing horizons.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
<p>8.1.L.1 Students will actively listen, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.</p> <p>8.1.L.2 Students will actively listen and interpret a speaker’s verbal and nonverbal messages and ask questions to clarify the speaker’s purpose and perspective.</p>	<p>8.1.S.1 Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.</p> <p>8.1.S.2 Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p> <p>8.1.S.3 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 content, form, and purpose to suit the audience.</p>



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
8.2.R.1 Students will summarize print and/or nonprint texts about similar topics to demonstrate comprehension within and between texts.	8.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).
8.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	8.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.
8.2.R.3 Students will paraphrase a passage in their own words to demonstrate comprehension.	8.2.W.3 Students will routinely and recursively revise multiple drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety). 8.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources. 8.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 8.3.R.1** 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.
- 8.3.R.2** Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.
- 8.3.R.3** Students will analyze how authors use key literary elements to contribute to the meaning of a text:
- setting
 - plot
 - characters (i.e., protagonist, antagonist)
 - characterization
 - conflict (i.e., internal and external)
 - point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)
- 8.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
 - sound devices (i.e., onomatopoeia, alliteration)
 - rhetorical elements (i.e., ethos, logos, pathos)
 - verbal and situational irony

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 8.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots involving complex characters resolving conflicts
 - unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)
 - include a narrator, precise language, sensory details, and dialogue to enhance the narrative
 - use sentence variety to create clarity
- 8.3.W.2** Students will compose informative essays or reports that:
- objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style



Standard 3 Continued

- 8.3.R.5** Students will identify literary elements and devices that impact a text's theme, mood, and tone.
- 8.3.R.6** Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.
- 8.3.R.7** Students will analyze how text structures support the author's purpose:
- claims/counterclaim(s)/evidence/reasoning
 - compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential
- 8.3.R.8** Students will compare or contrast two or more texts, providing textual evidence to support their analysis.

- 8.3.W.3** Students will compose argumentative essays that:
- introduce precise claims
 - distinguish claims from alternate or opposing claims
 - organize claims, counterclaims, and evidence in a logical sequence
 - provide relevant evidence to develop arguments, using credible sources
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
8.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	8.4.W.1 Students will use precise, grade-level vocabulary to clearly communicate ideas in writing.
8.4.R.2 Students will use context clues, connotation, or denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	8.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.
8.4.R.3 Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	
8.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 8.5.R.1** Students will recognize misplaced and dangling modifiers and active and passive voice in sentences.
- 8.5.R.2** Students will recognize:
- nouns and explain their effect in particular sentences
 - verbals (i.e., gerunds, participles, infinitives)
 - subject and verb agreement
 - cumulative and coordinate adjectives
 - vague pronouns (i.e., ones with unclear or ambiguous antecedents) and the role of singular *they/them/their*
 - coordinating, subordinating, and correlative conjunctions and explain their effect in particular sentences
 - adverbs and interjections and explain their effect in particular sentences

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 8.5.W.1** Students will compose simple, compound, complex (i.e., independent and dependent clauses), and compound-complex sentences to add clarity and variety in their writing.
- 8.5.W.2** Students will use nouns, verbs including verbals (i.e., gerunds, participles, infinitives), adjectives, prepositions, adverbs, pronouns, and conjunctions (i.e., coordinating, subordinating, and correlative) to create clarity and/or add variety to their writing.
- 8.5.W.3** Students will recognize and correct:
- misplaced and dangling modifiers
 - vague pronouns (i.e., ones with unclear or ambiguous antecedents)
 - second person point of view in formal writing
- 8.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 8.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 8.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5



Standard 5 Continued

- 8.5.W.7** Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).
- 8.5.W.8** Students will use a colon to introduce a quotation from a source (e.g., 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.").
- 8.5.W.9** Students will write using correct quotation marks mechanics.
Grade of Mastery: 8
- 8.5.W.10** Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.
- 8.5.W.11** Students will use a semicolon to punctuate compound and compound-complex sentences.



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.	Writing Students will synthesize information ethically through speaking and writing.
8.6.R.1 Students will use their own viable research questions and identify the claims and evidence from researched information to gather information about a specific topic.	8.6.W.1 Students will formulate and refine a viable research question.
8.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources.	8.6.W.2 Students will develop a clear, concise, defensible thesis statement.
8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	8.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.
	8.6.W.4 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.

Reading

Students will comprehend and evaluate multimodal content.

- 8.7.R** Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.

Writing

Students will create multimodal content to communicate effectively.

- 8.7.W** 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 & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

- 8.8.R** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

- 8.8.W** Students will write independently for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.



Grade 9

In grade 9, students join in conversations and participate in groups to constructively share their insights through listening and speaking. They analyze how genres enhance the meanings of works and delve deeply into substantive literary and nonfiction texts. When revising their writing, students create consistent tone and point of view for greater coherence. Grade 9 students become increasingly aware of authors' perspectives and how writers emphasize particular examples or details to create theme, tone, and mood. Students identify bias and logical fallacies in arguments and support their analysis with both inferences and citations drawn from the text. They write in narrative, informative, and argumentative modes and blend them to suit their audience and purpose. By grade 9, students have developed skills, including knowledge of Anglo-Saxon, Greek, and Latin roots, to determine the meanings of increasingly complex words. They intentionally use and revise for parallel structure in their writing. With regard to research, students develop clear, concise, defensible thesis statements and present their findings in short and long formats, skillfully blending quoted material with ellipses and brackets. Their analysis and creation of multimodal content is more nuanced, and their predilections for particular genres during independent reading and writing are more fixed.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
9.1.L.1 Students will actively listen using appropriate discussion rules with control of verbal and nonverbal cues.	9.1.S.1 Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.
9.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	9.1.S.2 Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole class settings. 9.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<p>9.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p> <p>9.2.R.2 Students will identify and analyze characteristics of genres* and explain how they enhance understanding of texts.</p> <p>*See genre chart on page 147.</p>	<p>9.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p> <p>9.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p> <p>9.2.W.3 Students will routinely and recursively revise multiple drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p> <p>9.2.W.4 Students will routinely and recursively use resources to edit for grammar, mechanics, and format in order to finalize drafts for publication.</p> <p>9.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).</p>



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 9.3.R.1** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
- 9.3.R.2** Students will evaluate authors' perspectives in literary and/or informational texts and explain how perspectives contribute to the meaning of a work.
- 9.3.R.3** Students will evaluate how authors use the following literary elements to impact theme, mood, and/or tone, using textual evidence:
- setting
 - plot structure (e.g., foreshadowing, flashback, *in media res*)
 - conflict (i.e., internal and external)
 - characters (e.g., protagonist, antagonist)
 - characterization (i.e., direct, indirect)
 - point of view (e.g., narrator reliability)
 - archetypes

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 9.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include engaging plots involving well-developed, complex characters resolving conflicts
 - establish narrator(s) that enhances the narrative
 - are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
 - provide clear descriptions, using precise language, sensory details, and dialogue
 - include varied syntax to enhance readability
- 9.3.W.2** Students will compose informative essays, reports, or technical writing that:
- objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use varied syntax and word choice to create clarity and concision
 - establish and maintain a formal style



Standard 3 Continued

9.3.R.4 Students will evaluate how authors use the following literary devices to impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- rhetorical appeals (i.e., ethos, logos, pathos)
- irony (i.e., verbal, situational, dramatic)

9.3.R.5 Students will evaluate the validity of a speaker's argument by:

- distinguishing the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguishing substantiated from unsubstantiated claims
- identifying bias
- identifying logical fallacies

9.3.R.6 Students will analyze how text structures support the author's purpose:

- claims/counterclaim(s)/evidence/ reasoning
- compare/contrast
- description
- sequential
- problem/solution
- cause/effect

9.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support claims.

9.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- include a defensible thesis
- distinguish claims from alternate or opposing claims
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use varied syntax and diction to create clarity and concision
- use style and tone that suits the audience and purpose

9.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
9.4.R.1 Students will analyze the relationships among words with multiple meanings.	9.4.W.1 Students will use precise, academic vocabulary to clearly communicate complex ideas in writing.
9.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	9.4.W.2 Students will select appropriate language to create a specific effect according to purpose and audience in writing.
9.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
9.4.R.4 Students will use resources (e.g. dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	



Standard 5: Language

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

Reading Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
9.5.R.1 Students will recognize and examine the function of parallel structure and active and passive voice to convey specific meanings.	9.5.W.1 Students will use or revise for active/passive voice and parallel structure in words and phrases for effect.
9.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.	9.5.W.2 Students will use the eight parts of speech to add clarity and variety and/or style to their writing.
	9.5.W.3 Students will recognize and correct misplaced and dangling modifiers.
	9.5.W.4 Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i>
	9.5.W.5 Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i>
	9.5.W.6 Students will write using correct apostrophe mechanics. <i>Grade of Mastery: 5</i>
	9.5.W.7 Students will use commas to set off simple parenthetical elements.
	9.5.W.8 Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.)



Standard 5 Continued

- 9.5.W.9** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- 9.5.W.10** Students will write using correct italics mechanics.
Grade of Mastery: 8
- 9.5.W.11** Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p>Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p>Students will synthesize information ethically through speaking and writing.</p>
<p>9.6.R.1 Students will find and comprehend information about a specific topic using their own viable research questions.</p>	<p>9.6.W.1 Students will formulate and refine a viable research question.</p>
<p>9.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.</p>	<p>9.6.W.2 Students will develop a clear, concise, defensible thesis statement.</p>
<p>9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>9.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.</p>
	<p>9.6.W.4 Students will present research in longer formats (e.g. sustained research projects, process essays) and shorter, informal formats (e.g. single-day research projects, informal discussion) to a variety of audiences.</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

- 9.7.R** Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Writing

Students will create multimodal content to communicate effectively.

- 9.7.W** Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

- 9.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

- 9.8.W** Students will write independently for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.



Grade 10

In grade 10, students collaborate with classmates on projects, using their advanced listening and speaking skills. They can summarize and paraphrase from complex texts and navigate all five stages of the writing process to produce narrative, informative, argumentative, and blended essays. Students continue to read a wide variety of genres and authors, deepening their abilities to comprehend and analyze complex text and evaluate how historical, cultural, and/or global perspectives affect meaning and author's style. They evaluate advanced literary elements such as archetypes and narrator reliability and distinguish evidence in an argument as logical, empirical, or anecdotal. By grade 10, students have large vocabularies and expand them through reading, word study, and class discussion and employ them for precision and effect in their writing. They effectively and intentionally use active and passive voice in their writing, which demonstrates use of Standard American English. Students engage in research by formulating questions, evaluating resources, and integrating information into their own writing using appropriate citation style, producing advanced essays and projects. They can blend alphabetic, aural, visual, spatial, and/or gestural modes into engaging content that accomplishes a purpose. Grade 10 students have the stamina to read and write independently for extended periods of time.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening

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

- 10.1.L.1** Students will actively listen using appropriate discussion rules with control of verbal and nonverbal cues.
- 10.1.L.2** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

Speaking

Students will develop and apply effective communication skills to share ideas through speaking.

- 10.1.S.1** Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.
- 10.1.S.2** Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole class settings.
- 10.1.S.3** Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<p>10.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p> <p>10.2.R.2 Students will identify and analyze characteristics of genres* and explain how they enhance understanding of texts.</p> <p>*See genre chart on page 154.</p>	<p>10.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p> <p>10.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p> <p>10.2.W.3 Students will routinely and recursively revise multiple drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p> <p>10.2.W.4 Students will routinely and recursively use resources to edit for grammar, mechanics, and format in order to finalize drafts for publication.</p> <p>10.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).</p>



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 10.3.R.1** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
- 10.3.R.2** Students will evaluate authors' perspectives in literary and/or informational texts and explain how perspectives contribute to the meaning of a work.
- 10.3.R.3** Students will evaluate how authors use the following literary elements to impact theme, mood, and/or tone, using textual evidence:
- setting
 - plot structure (e.g., foreshadowing, flashback, in media res)
 - conflict (i.e., internal and external)
 - characters (e.g., protagonist, antagonist)
 - characterization (i.e., direct, indirect)
 - point of view (e.g., narrator reliability)
 - archetypes

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 10.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include engaging plots involving well-developed, complex characters resolving conflicts
 - establish narrator(s) that enhances the narrative
 - are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
 - provide clear descriptions, using precise language, sensory details, and dialogue
 - include varied syntax to enhance readability
- 10.3.W.2** Students will compose informative essays, reports, or technical writing that:
- objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use varied syntax and word choice to create clarity and concision
 - establish and maintain a formal style



Standard 3 Continued

- 10.3.R.4** Students will evaluate how authors use the following literary devices to impact theme, mood, and/or tone, using textual evidence:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
 - sound devices (i.e., onomatopoeia, alliteration, assonance)
 - rhetorical appeals (i.e., ethos, logos, pathos)
 - irony (i.e., verbal, situational, dramatic)
- 10.3.R.5** Students will evaluate the validity of a speaker’s argument by:
- distinguishing the kinds of evidence (e.g., logical, empirical, anecdotal)
 - distinguishing substantiated from unsubstantiated claims
 - identifying bias
 - identifying logical fallacies
- 10.3.R.6** Students will analyze how text structures support the author’s purpose:
- claims/counterclaim(s)/evidence/ reasoning
 - compare/contrast
 - description
 - sequential
 - problem/solution
 - cause/effect
- 10.3.R.7** Students will analyze how two or more texts address similar themes or topics, using textual evidence to support claims.
- 10.3.W.3** Students will compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
 - include a defensible thesis
 - distinguish claims from alternate or opposing claims
 - organize claims, counterclaims, and evidence in a logical sequence
 - provide the most relevant evidence to develop balanced arguments, using credible sources
 - use varied syntax and diction to create clarity and concision
 - use style and tone that suits the audience and purpose
- 10.3.W.4** Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
10.4.R.1 Students will analyze the relationships among words with multiple meanings.	10.4.W.1 Students will use precise, academic vocabulary to clearly communicate complex ideas in writing.
10.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	10.4.W.2 Students will select appropriate language to create a specific effect according to purpose and audience in writing.
10.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
10.4.R.4 Students will use resources (e.g. dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 10.5.R.1** Students will recognize and analyze the function of parallel structure, active and passive voice, and various types of phrases and clauses to convey specific meanings.
- 10.5.R.2** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 10.5.W.1** Students will use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect.
- 10.5.W.2** Students will use the eight parts of speech to add clarity and variety and/or style to their writing.
- 10.5.W.3** Students will demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) through writing, presentations, and/or other modes of communication to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
- 10.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 10.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 10.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5
- 10.5.W.7** Students will write using correct comma mechanics.
Grade of Mastery: 9



Standard 5 Continued

- 10.5.W.8** Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.)
- 10.5.W.9** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- 10.5.W.10** Students will write using correct italics mechanics.
Grade of Mastery: 8
- 10.5.W.11** Students will write using correct semicolon mechanics.
Grade of Mastery: 8



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.	Writing Students will synthesize information ethically through speaking and writing.
10.6.R.1 Students will find and comprehend information about a specific topic using their own viable research questions.	10.6.W.1 Students will formulate and refine a viable research question.
10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	10.6.W.2 Students will develop a clear, concise, defensible thesis statement.
10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	10.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism. 10.6.W.4 Students will present research in longer formats (e.g. sustained research projects, process essays) and shorter, informal formats (e.g. single-day research projects, informal discussion) to a variety of audiences.

Standard 7: Multimodal Literacies

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

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
10.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	10.7.W Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.



Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

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

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

10.8.W Students will write independently for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.



Grade 11

In grade 11, students synthesize the comments and claims of others, respond thoughtfully when encountering diverse perspectives, and skillfully present findings both orally and in writing. They summarize and paraphrase inclusive, diverse, and increasingly complex literary and informational texts. They write narrative essays with clear descriptions and sensory details, informative essays with evidence and a formal style, and argumentative essays with a defensible thesis and credible sources. Grade 11 students expand and apply their spoken and reading vocabularies to speak, read, and write effectively. Their knowledge of syntax allows them to analyze and evaluate a variety of texts as well as to write with increasing sophistication, using various types of phrases and clauses. They create viable research questions to gather specific information from primary and secondary sources, which they can synthesize into short and long formats. Students analyze and evaluate the techniques of multimodal content and also create their own to enhance their findings, reasoning, and evidence. They know how to find books, authors, and genres to read independently and how to select mode, purpose, and audience for a piece of independent writing.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening

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

- 11.1.L.1** Students will actively listen using appropriate discussion rules with control of verbal and nonverbal cues.
- 11.1.L.2** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

Speaking

Students will develop and apply effective communication skills to share ideas through speaking.

- 11.1.S.1** Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.
- 11.1.S.2** Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole class settings.
- 11.1.S.3** Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<p>11.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p> <p>11.2.R.2 Students will identify and analyze characteristics of genres* and explain how they enhance understanding of texts.</p> <p>*See genre chart on page 147.</p>	<p>11.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p> <p>11.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p> <p>11.2.W.3 Students will routinely and recursively revise multiple drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p> <p>11.2.W.4 Students will routinely and recursively use resources to edit for grammar, mechanics, and format in order to finalize drafts for publication.</p> <p>11.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).</p>



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 11.3.R.1** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
- 11.3.R.2** Students will evaluate authors' perspectives in literary and/or informational texts and explain how perspectives contribute to the meaning of a work.
- 11.3.R.3** Students will evaluate how authors use the following literary elements to impact theme, mood, and/or tone, using textual evidence:
 - setting
 - plot structure (e.g., foreshadowing, flashback, in media res)
 - conflict (i.e., internal and external)
 - characters (e.g., protagonist, antagonist)
 - characterization (i.e., direct, indirect)
 - point of view (e.g., narrator reliability)
 - archetypes

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 11.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
 - include engaging plots involving well-developed, complex characters resolving conflicts
 - establish narrator(s) that enhances the narrative
 - are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
 - provide clear descriptions, using precise language, sensory details, and dialogue
 - include varied syntax to enhance readability
- 11.3.W.2** Students will compose informative essays, reports, or technical writing that:
 - objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use varied syntax and word choice to create clarity and concision
 - establish and maintain a formal style



Standard 3 Continued

- 11.3.R.4** Students will evaluate how authors use the following literary devices to impact theme, mood, and/or tone, using textual evidence:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
 - sound devices (i.e., onomatopoeia, alliteration, assonance)
 - rhetorical appeals (i.e., ethos, logos, pathos)
 - irony (i.e., verbal, situational, dramatic)
- 11.3.R.5** Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining bias and use of logical fallacies.
- 11.3.R.6** Students will analyze how text structures support the author's purpose:
- claims/counterclaim(s)/evidence/ reasoning
 - compare/contrast
 - description
 - sequential
 - problem/solution
 - cause/effect
- 11.3.R.7** Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support claims.
- 11.3.W.3** Students will compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
 - include a defensible thesis
 - distinguish claims from alternate or opposing claims
 - organize claims, counterclaims, and evidence in a logical sequence
 - provide the most relevant evidence to develop balanced arguments, using credible sources
 - use varied syntax and diction to create clarity and concision
 - use style and tone that suits the audience and purpose
- 11.3.W.4** Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
11.4.R.1 Students will analyze the relationships among words with multiple meanings.	11.4.W.1 Students will use precise, academic vocabulary to clearly communicate complex ideas in writing.
11.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	11.4.W.2 Students will select appropriate language to create a specific effect according to purpose and audience in writing.
11.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
11.4.R.4 Students will use resources (e.g. dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 11.5.R.1** Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.
- 11.5.R.2** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 11.5.W.1** Students will use various types of phrases and clauses, intentionally breaking the rules for effect when appropriate, to convey specific meanings and add variety and interest to writing or presentations.
- 11.5.W.2** Students will use the eight parts of speech to add clarity and variety and/or style to their writing.
- 11.5.W.3** Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) through writing, presentations, and/or other modes of communication to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
- 11.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 11.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 11.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5
- 11.5.W.7** Students will write using correct comma mechanics.
Grade of Mastery: 9



Standard 5 Continued

- 11.5.W.8** Students will use a colon or dash to reveal information in a sentence.
- 11.5.W.9** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- 11.5.W.10** Students will write using correct italics mechanics.
Grade of Mastery: 8
- 11.5.W.11** Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Students will synthesize information ethically through speaking and writing.</p>
<p>11.6.R.1 Students will find and comprehend information about a specific topic using their own viable research questions.</p>	<p>11.6.W.1 Students will formulate and refine a viable research question.</p>
<p>11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.</p>	<p>11.6.W.2 Students will develop a clear, concise, defensible thesis statement.</p>
<p>11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>11.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.</p>



Standard 6 Continued

11.6.W.4 Students will present research in longer formats (e.g. sustained research projects, process essays) and shorter, informal formats (e.g. single-day research projects, informal discussion) to a variety of audiences.

Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

11.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Writing

Students will create multimodal content to communicate effectively.

11.7.W Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

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

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

11.8.W Students will write independently for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.



Grade 12

In grade 12, students are adept at listening and speaking in pairs, diverse groups, and whole class settings. They can revise a piece of writing multiple times for organization, transitions, sentence variety, and consistent tone and point of view. They compare and contrast different interpretations of a topic across several texts, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Grade 12 students use their wide vocabulary to be precise and clear as they communicate complex ideas in writing. Their command of grammar, usage, and mechanics is evident in their writing, but they can also depart from standard usage to achieve a specific effect. Students gather, comprehend, evaluate, and synthesize researched information ethically. They comprehend and communicate knowledge through any combination of modes: alphabetic, aural, visual, spatial, and/or gestural. As they prepare for their next step in life, students in grade 12 read and write independently for extended periods of time.

Appendix Support

The resources in the appendix, which begins on page 143, provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity.

- **Recursive Writing Process:** The process is explained and illustrated with a graphic that shows four possible pathways.
- **Genre Guidance:** A chart provides a broad index of genres, organized by grade band and the categories of fiction, poetry, drama, and nonfiction.
- **Text Complexity Bands:** The three aspects of text complexity—quantitative measures, qualitative measures, reader-task considerations—are explained and illustrated.
- **Reading Ranges:** This chart presents two sets of ranges—one for student reader measures and one for text complexity measures.
- **Vocabulary Tiers:** The three tiers of vocabulary are explained and placed in a graphic.
- **Multimodal Literacies:** Examples are provided and placed into different combinations, followed by a Venn diagram illustration.



Standard 1: Listening and Speaking

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

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
12.1.L.1 Students will actively listen using appropriate discussion rules with control of verbal and nonverbal cues.	12.1.S.1 Students will work effectively and respectfully in diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions.
12.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	12.1.S.2 Students will engage in collaborative discussions about various topics and texts, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole class settings.
	12.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.



Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<p>12.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.</p> <p>12.2.R.2 Students will identify and analyze characteristics of genres* and explain how they enhance understanding of texts.</p> <p>*See genre chart on page 147.</p>	<p>12.2.W.1 Students will routinely and recursively prewrite (e.g., develop and organize ideas).</p> <p>12.2.W.2 Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).</p> <p>12.2.W.3 Students will routinely and recursively revise multiple drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.</p> <p>12.2.W.4 Students will routinely and recursively use resources to edit for grammar, mechanics, and format in order to finalize drafts for publication.</p> <p>12.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, hanging on wall, entering contest).</p>



Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

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.

- 12.3.R.1** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
- 12.3.R.2** Students will evaluate authors' perspectives in literary and/or informational texts and explain how perspectives contribute to the meaning of a work.
- 12.3.R.3** Students will evaluate how authors use the following literary elements to impact theme, mood, and/or tone, using textual evidence:
 - setting
 - plot structure (e.g., foreshadowing, flashback, in media res)
 - conflict (i.e., internal and external)
 - characters (e.g., protagonist, antagonist)
 - characterization (i.e., direct, indirect)
 - point of view (e.g., narrator reliability)
 - archetypes

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

- 12.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
 - include engaging plots involving well-developed, complex characters resolving conflicts
 - establish narrator(s) that enhances the narrative
 - are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
 - provide clear descriptions, using precise language, sensory details, and dialogue
 - include varied syntax to enhance readability
- 12.3.W.2** Students will compose informative essays, reports, or technical writing that:
 - objectively introduce and develop topics
 - include a defensible thesis
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use varied syntax and word choice to create clarity and concision
 - establish and maintain a formal style



Standard 3 Continued

12.3.R.4 Students will evaluate how authors use the following literary devices to impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- rhetorical appeals (i.e., ethos, logos, pathos)
- irony (i.e., verbal, situational, dramatic)

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining bias and use of logical fallacies.

12.3.R.6 Students will analyze how text structures support the author's purpose:

- claims/counterclaim(s)/evidence/ reasoning
- compare/contrast
- description
- sequential
- problem/solution
- cause/effect

12.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support claims.

12.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- include a defensible thesis
- distinguish claims from alternate or opposing claims
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use varied syntax and diction to create clarity and concision
- use style and tone that suits the audience and purpose

12.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.



Standard 4: Vocabulary

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

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
12.4.R.1 Students will analyze the relationships among words with multiple meanings.	12.4.W.1 Students will use precise, academic vocabulary to clearly communicate complex ideas in writing.
12.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	12.4.W.2 Students will select appropriate language to create a specific effect according to purpose and audience in writing.
12.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
12.4.R.4 Students will use resources (e.g. dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	



Standard 5: Language

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

Reading

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- 12.5.R.1** Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.
- 12.5.R.2** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- 12.5.W.1** Students will use various types of phrases and clauses, intentionally breaking the rules for effect when appropriate, to convey specific meanings and add variety and interest to writing or presentations.
- 12.5.W.2** Students will use the eight parts of speech to add clarity and variety and/or style to their writing.
- 12.5.W.3** Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) through writing, presentations, and/or other modes of communication to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
- 12.5.W.4** Students will write using correct capitalization mechanics.
Grade of Mastery: 4
- 12.5.W.5** Students will write using correct end mark mechanics.
Grade of Mastery: 4
- 12.5.W.6** Students will write using correct apostrophe mechanics.
Grade of Mastery: 5
- 12.5.W.7** Students will write using correct comma mechanics.
Grade of Mastery: 9



Standard 5 Continued

- 12.5.W.8** Students will use a colon or dash to reveal information in a sentence.
- 12.5.W.9** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- 12.5.W.10** Students will write using correct italics mechanics.
Grade of Mastery: 8
- 12.5.W.11** Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

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

<p style="text-align: center;">Reading</p> <p style="text-align: center;">Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">Students will synthesize information ethically through speaking and writing.</p>
<p>12.6.R.1 Students will find and comprehend information about a specific topic using their own viable research questions.</p>	<p>12.6.W.1 Students will formulate and refine a viable research question.</p>
<p>12.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.</p>	<p>12.6.W.2 Students will develop a clear, concise, defensible thesis statement.</p>
<p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>12.6.W.3 Students will integrate quotes, paraphrases, and summaries from research, following an appropriate citation style (e.g., MLA, APA, etc.) to avoid plagiarism.</p> <p>12.6.W.4 Students will present research in longer formats (e.g. sustained research projects, process essays) and shorter, informal formats (e.g. single-day research projects, informal discussion) to a variety of audiences.</p>



Standard 7: Multimodal Literacies

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

Reading

Students will comprehend and evaluate multimodal content.

12.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Writing

Students will create multimodal content to communicate effectively.

12.7.W Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading & Writing

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

Reading

Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

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

Writing

Students will write independently, intentionally selecting modes, purposes, and audiences.

12.8.W Students will write independently for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.



Appendix

The resources in this appendix provide further guidance to implement the Oklahoma Academic Standards for English Language Arts with fidelity. A glossary of terms is available on the OSDE ELA page (<https://sde.ok.gov/english-language-arts-glossary>).

Resource	Standard	Page Number
44 Phonemes	Standard 2 Reading Foundations	144
Recursive Writing Process	Standard 2 Writing Process	146
Genre Guidance	Standard 3 Critical Reading	147
Text Complexity Bands	Standard 3 Critical Reading	148
Reading Ranges	Standard 3 Critical Reading	149
Vocabulary Tiers	Standard 4 Vocabulary	150
Multimodal Literacies	Standard 7 Multimodal Literacies	151
Disciplinary Literacy	Oklahoma Academic Standards for Mathematics, Social Studies, Science, Fine Arts, Computer Science, and World Languages	153



The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples
Consonant Sounds		
1	/b/	b, bb big, rubber
2	/d/	d, dd, ed dog, add, filled
3	/f/	f, ph fish, phone
4	/g/	g, gg go, egg
5	/h/	h hot
6	/j/	j, g, ge, dge jet, cage, barge, judge
7	/k/	c, k, ck, ch, cc, que cat, kitten, duck, school, occur, antique
8	/l/	l, ll leg, bell
9	/m/	m, mm, mb mad, hammer, lamb
10	/n/	n, nn, kn, gn no, dinner, knee, gnome
11	/p/	p, pp pie, apple
12	/r/	r, rr, wr run, marry, write
13	/s/	s, se, ss, c, ce, sc sun, mouse, dress, city, ice, science

Phoneme	Graphemes**	Examples
Consonant Digraphs		
14	/t/	t, tt, ed top, letter, stopped
15	/v/	v, ve vet, give
16	/w/	w wet, win, swim
17	/y/	y, i yes, onion
18	/z/	z, zz, ze, s, se, x zip, fizz, sneeze, laser, is, was, please, xylophone
Consonant Digraphs		
19	/th/ (not voiced)	th thumb, thin, thing
20	/th/ (voiced)	th this, feather, then
21	/ng/	ng, n sing, monkey, sink
22	/sh/	sh, ss, ch, ti, ci ship, mission, chef, motion, special
23	/ch/	ch, tch chip, match
24	/zh/	ge, s garage, measure, division
25	/wh/ (with breath)	wh what, when, where, why



The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples
Short Vowel Sounds		
26	/a/	a, au hat, laugh
27	/e/	e, ea bed, bread
28	/i/	i if
29	/o/	o, a, au, aw, ough hot, want, haul, draw, bought
30	/u/	u, o up, ton
Long Vowel Sounds		
31	/ā/	a, a_e, ay, ai, ey, ei bacon, late, day, train, they, eight, vein
32	/ē/	e, e_e, ea, ee, ey, ie, y me, these, beat, feet, key, chief, baby
33	/ī/	i, i_e, igh, y, ie find, ride, light, fly, pie
34	/ō/	o, o_e, oa, ou, ow no, note, boat, soul, row
35	/ū/	u, u_e, ew human, use, few
Other Vowel Sounds		
36	/oo/	oo, u, oul book, put, could
37	/ōō/	oo, u, u_e moon, truth, rule

Phoneme	Graphemes**	Examples
Vowel Diphthongs		
38	/ow/	ow, ou, ou_e cow, out, mouse, house
39	/oy/	oi, oy coin, toy
r-controlled Vowels		
40	/a(r)/	ar car
41	/ā(r)/	air, ear, are hair, bear, care
42	/i(r)/	irr, ere, eer mirror, here, cheer
43	/o(r)/	or, ore, oor for, core, door
44	/u(r)/	ur, ir, er, ear, or, ar burn, first, fern, heard, work, dollar

- Phoneme: speech sound
- Grapheme: letters or groups of letters representing the most common spellings for the individual phonemes

* The number of phonemes is different in some linguistics textbooks; this is evidence of the difficulty of classifying (Moats 1998).

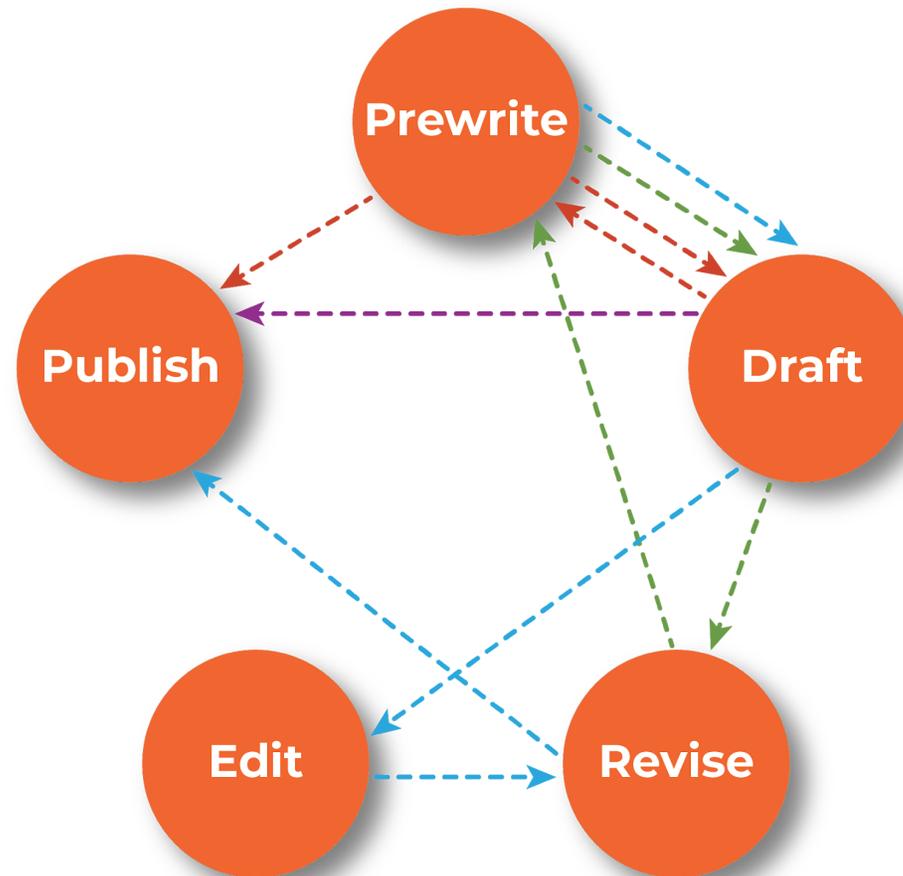
** This list does not include all possible graphemes for a given phoneme.

Source: *Orchestrating Success in Reading* by Dawn Reithaug (2002)



Recursive Writing Process

A recursive writing process may include the five stages of prewriting, drafting, revising, editing, and publishing. Four different possible pathways are represented in the graphic below. Students may not bring every piece of writing all the way to the publish stage (green arrows). Students might skip prewriting and begin with drafting (purple arrow). Students might return to prewriting after drafting (red arrows). Students might take a piece through all the stages (blue arrows). Students need experience working in all the writing process stages and learning how to navigate between them.





Genre Guidance

The following chart provides a broad index of genres organized by grade band. This index does not include all genres or subgenres that students are expected to read. The genres align with expectations of the Standard 3 Critical Reading & Writing: Reading Strand—*Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, and ethnic, and global perspectives from a variety of genres.* This chart intentionally does not include reading formats (e.g., picture books, graphic novels, novels in verse, chapter books, young adult literature, etc.). Teachers can use any reading formats with their students to extend their learning.

	PK-2nd Grade <i>1,000 pages per year</i> <i>25 pages per week</i>	3rd-5th Grade <i>1,000 pages per year</i> <i>25 pages per week</i>	6th-8th Grade <i>1,000 pages per year</i> <i>25 pages per week</i>	9th-12th Grade <i>1,000 pages per year</i> <i>25 pages per week</i>
FICTION	<ul style="list-style-type: none"> folktale legend fable tall tale 	<ul style="list-style-type: none"> myth historical fiction contemporary realistic fiction 	<ul style="list-style-type: none"> science fiction fantasy 	<ul style="list-style-type: none"> satire parody allegory
POETRY	<ul style="list-style-type: none"> nursery rhyme humorous poem rhyming poem 	<ul style="list-style-type: none"> lyric poem narrative poem form poetry 	<ul style="list-style-type: none"> free verse ode ballad 	<ul style="list-style-type: none"> epic sonnet elegy
DRAMA	<ul style="list-style-type: none"> re-enactment 	<ul style="list-style-type: none"> readers' theater 	<ul style="list-style-type: none"> one-act plays play excerpts 	<ul style="list-style-type: none"> multiple-act plays film & television scripts
NONFICTION	<ul style="list-style-type: none"> informational text 	<ul style="list-style-type: none"> speech news article textbook book review journal 	<ul style="list-style-type: none"> memoir biography music, restaurant, movie, & video game reviews essay historical document 	<ul style="list-style-type: none"> literary analysis editorial op-ed research report
*Plus increasingly complex application of subgenres from previous grades				



Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three interrelated aspects: quantitative measures, qualitative measures, and reader-task considerations, (Fisher, Frey and Lapp, 2012).

Quantitative Measures

Readability ranges (e.g. ATOS, Lexile Framework, Flesch-Kincaid) are available in order to measure the difficulty of the text. These ranges are created from an evaluation of word frequency and sentence length to determine text difficulty. Word frequency and sentence length are strong predictors of how difficult a text is to comprehend. More information on Lexile reading ranges can be found on the following page.

Qualitative Measures

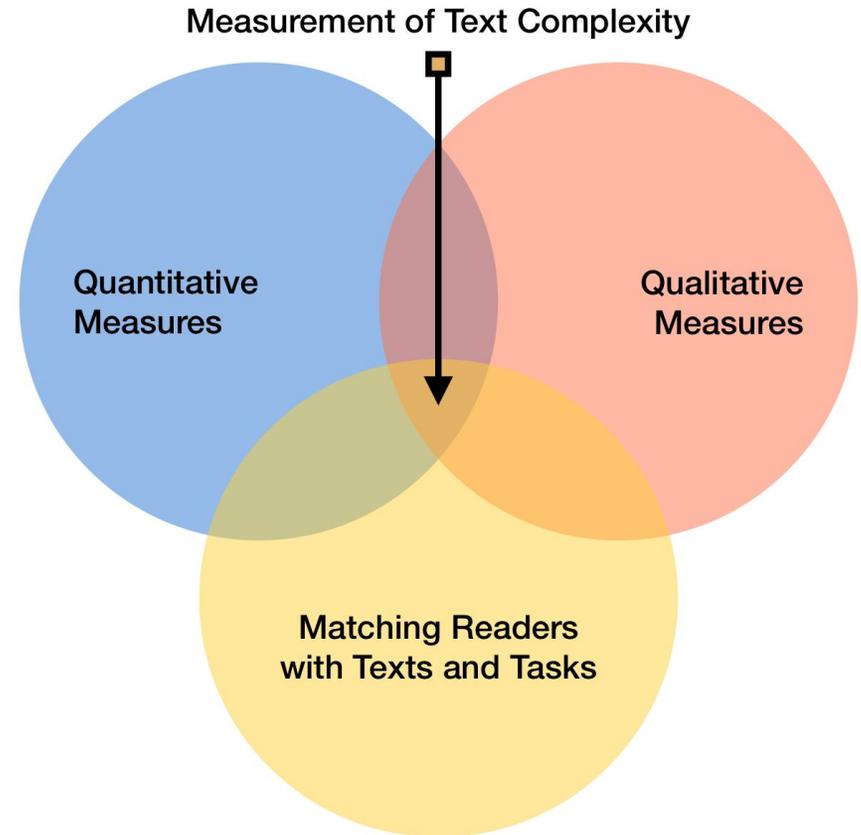
Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a [research-based rubric](#).

Matching Readers with Texts and Tasks

Input from parents, local classroom teachers, reading specialists, and/ or school librarians help determine the appropriateness of a text in regards to the reader's age, interests and the content of the text. Matching readers with texts and tasks are foremost in selecting appropriate texts for readers. Reader variables include motivation, knowledge, and experiences, and task variables consist of purpose and the complexity generated by the task assigned and the questions posed.

Prekindergarten through Kindergarten Guidance

According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, "text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts that allow for practice with decoding and fluency" (p. 37)





Reading Ranges

The following chart presents two different sets of ranges—one set based on student reader measures and one set based on text complexity measures.

- **Text Ranges for College & Career Readiness** are based on text measures and describe the difficulty of texts that students should be encountering at each grade level to help prepare them for the rigors of college and career.
- **Typical Lexile Reader Measures, by Grade** contains the set of ranges for *student reader measures*, which are drawn from national norms. In essence, these ranges describe where "typical" students (i.e. the middle 50%) at each grade level are currently reading on the Lexile scale.

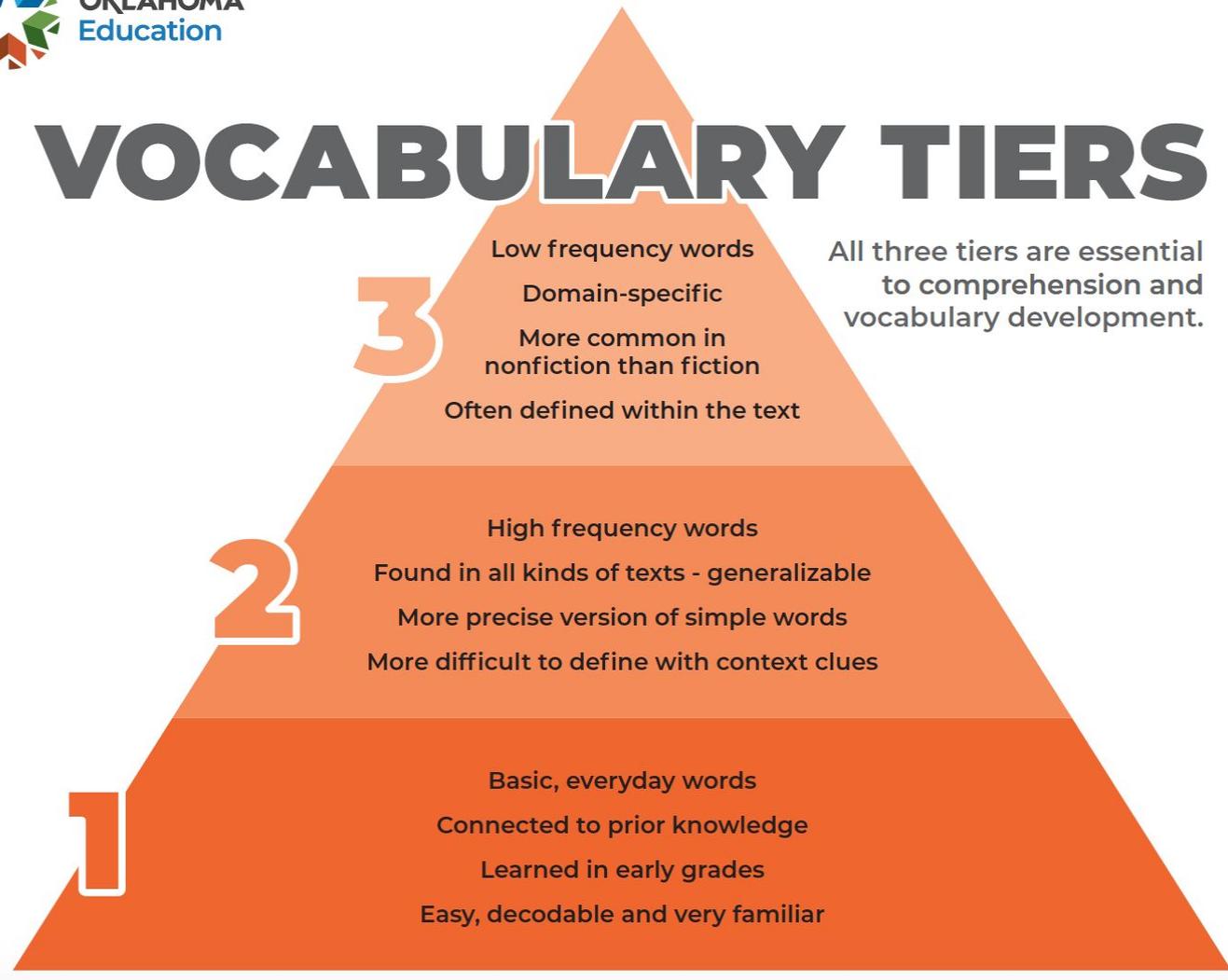
Text Ranges for College & Career Readiness			Typical Lexile Reader Measures, by Grade
Grade	Beginning of Year	End of Year	Lexile Reader Measures, Mid-Year 25th Percentile to 75th Percentile (IQR)
K*	BR40L**	230L	
1	190L	530L	Up to 300L
2	420L	650L	140L to 500L
3	520L	820L	330L to 700L
4	740L	940L	445L to 810L
5	830L	1010L	565L to 910L
6	925L	1070L	665L to 1000L
7	970L	1120L	735L to 1065L
8	1010L	1185L	805L to 1100L
9	1050L	1260L	855L to 1165L
10	1080L	1335L	905L to 1195L
11 & 12	1185L	1385L	940L to 1210L



Vocabulary Tiers



VOCABULARY TIERS





Multimodal Literacies

Multimodal is a combination of two or more modes. Modes include:

- **alphabetic** (written language)
- **aural** (spoken language)
- **visual** (color, direction, viewpoint in still and moving images)
- **spatial** (proximity, direction, position, and organization of objects)
- **gestural** (movement, speed, and stillness in physical expression and body language)

Examples of multimodal literacies include posters, storyboards, oral presentations, picture books, slide shows, comics, graphic novels, blogs, performances, newspapers, web pages, social media pages, infographics, flyers, interactive stories, animation, film, and more. These examples are sorted into the chart below to show how the modes intersect. Multimodal literacies are not necessarily dependent on technology. Younger students may benefit from time limits when creating multimodal content.

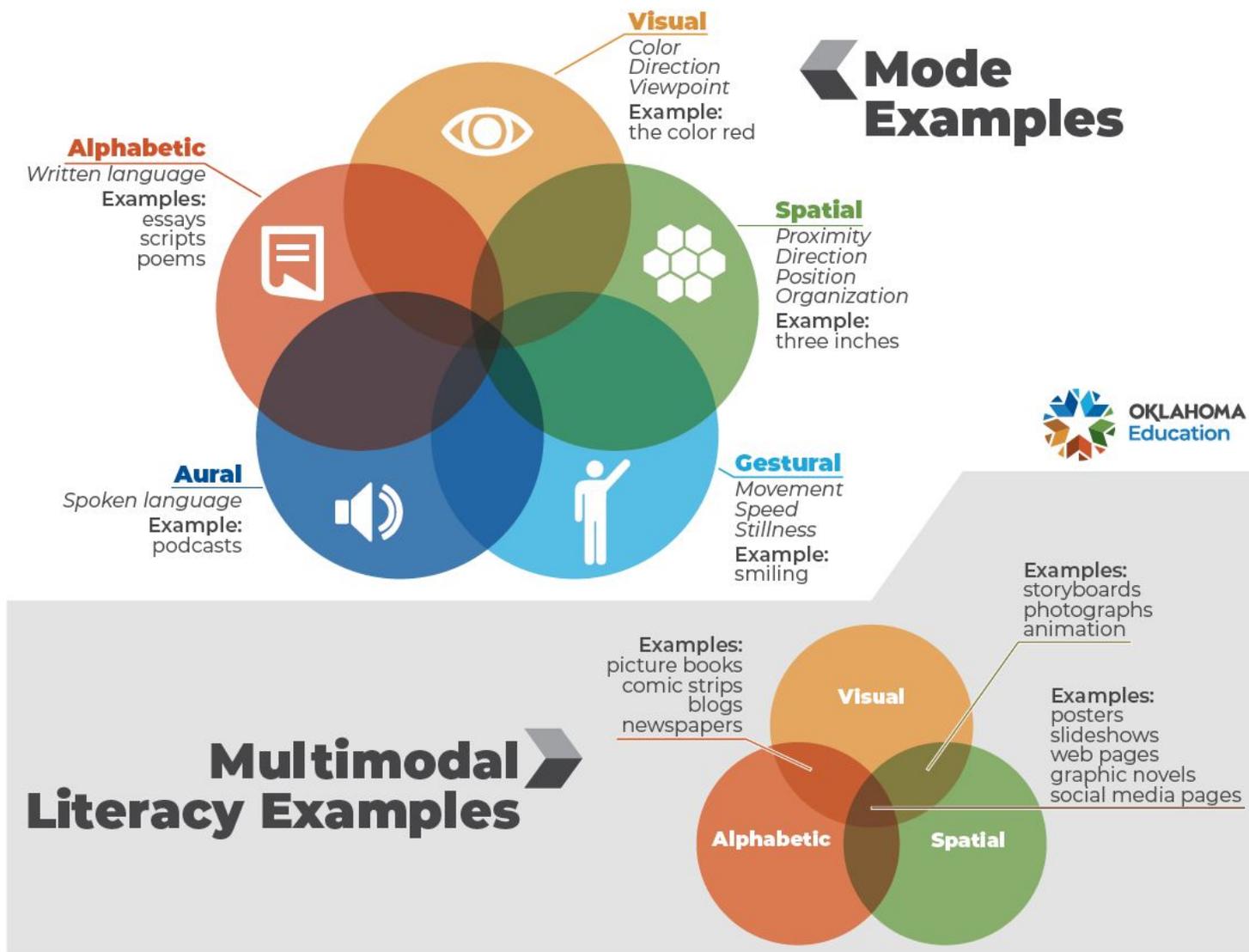
Alphabetic + Visual	Spatial + Alphabetic + Visual	Spatial + Visual + Aural	Spatial + Visual	Gestural + Aural + Visual	Gestural + Aural + Visual + Spatial
<ul style="list-style-type: none"> ● Picture Books ● Comic Strips ● Blogs ● Newspapers 	<ul style="list-style-type: none"> ● Posters ● Slide Shows ● Web Pages ● Graphic Novels ● Infographics ● Flyers 	<ul style="list-style-type: none"> ● Film ● Slide Shows 	<ul style="list-style-type: none"> ● Storyboards ● Photographs ● Animation 	<ul style="list-style-type: none"> ● Reader's Theater ● Interactive Stories ● Oral Presentations 	<ul style="list-style-type: none"> ● Performances

There are other forms of writing that are not multimodal, but are still beneficial to student writers. Students are typically assigned essays as alphabetic texts, but are less frequently assigned scripts and poetry. Podcasts are an aural text and allow students to compose in new ways.

Source: [Curriculum & Leadership Journal](#)



Multimodal Literacies Examples





Disciplinary Literacy in Oklahoma Academic Standards

As literacy expert Dr. Timothy Shanahan explains, “Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.” Teachers of English language arts can partner with math, social studies, science, fine arts, computer science, and world languages teachers who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons.

The following excerpts are from the Mathematical Actions and Processes, the Social Studies Practices, the Science and Engineering Practices, and the Oklahoma Academic Standards for Fine Arts, Computer Science, and World Languages from the [Oklahoma Academic Standards](#), respectively.



The Mathematical Actions and Processes simultaneously reflect the holistic nature of mathematics as a discipline in which patterns and relationships among quantities, numbers, and space are studied (National Academies of Sciences, 2014) and as a form of literacy such that all students are supported in accessing and understanding mathematics for life, for the workplace, for the scientific and technical community, and as a part of cultural heritage (NCTM, 2000). The seven Mathematical Actions and Processes leverage both the NCTM Process Standards and

the Five Mathematical Proficiencies (NRC, 2001) to capture the mathematical experience of Oklahoma students as they pursue mathematical literacy.

- **Develop the Ability to Communicate Mathematically:** Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students’ ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.



The Social Studies Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards. The five practices are defined broadly below and are further delineated on pg. 6 in the Oklahoma Academic Standards for Social Studies. The social studies practices are designed to support student mastery of the content through a progression of skills PK-12.

- **Analyze and Address Authentic Civic Issues:** Understanding the importance of critical questioning to solve real world problems. Students will develop essential questions to frame independent inquiry related to the past and present. Students will identify and address public problems individually and collaboratively to improve communities and society.
- **Acquire, Apply, and Evaluate Evidence:** Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.



- **Read Critically and Interpret Information Sources:** Understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion.
- **Engage in Evidence-Based Writing:** Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.



OKSci

The Science and Engineering Practices describe the major practices that scientists employ as they investigate and build models and theories about the world, and a key set of engineering practices that engineers use as they design and build systems.

- **Asking Questions and Defining Problems:** A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works. Engineering questions clarify problems to determine criteria for successful solutions
- **Constructing Explanations and Designing Solutions:** End products of science are explanations, and end products of engineering are solutions. The construction of theories provides explanatory accounts of the world, and scientific knowledge is utilized in the development of solution to problems.
- **Engaging Scientific Argument from Evidence:** Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.
- **Obtaining, Evaluating, and Communicating Information:** Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.



OKFineArts

The Oklahoma Academic Standards for Fine Arts encompass dance, drama/theatre, music, and visual art. The dance and drama/theatre standards are comprised of four artistic processes, one of which is connecting, a process that includes listening, speaking, writing, and research. The visual art standards at the high school level are comprised of the artistic processes of creative process, which includes writing; cultural and historical perspectives, which includes research; aesthetic response and critique methodologies, which includes listening, speaking, and writing.

- **Dance Connecting:** Students connect in dance by relating artistic ideas and work with personal meaning and external context. This is accomplished through synthesizing and relating knowledge and personal experiences to make art. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.
- **Drama/Theatre Connecting:** Students connect in drama/theatre by relating artistic ideas or work with personal meaning and external context. This is accomplished by synthesizing and relating knowledge and personal experiences to art. Students also relate artistic works with societal, cultural, and historical context to deepen understanding.



- **Visual Art Creative Process:** The creative process in art begins with learning the language of art and developing visual literacy to identify and/or communicate artistic concepts and techniques. Students learn art vocabulary, practice and refine techniques, make creative choices and practice individual expression in creating art
- **Visual Art Cultural and Historical Perspectives:** Visual art students learn about art in relation to history and culture. They connect artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- **Visual Art Aesthetic Response and Critique Methodologies:** This reflective process includes art critique and assessment, portfolio, and the exploration and study of visual art careers and pathways.



OKCompSci
COMPUTER SCIENCE

Computer Science has five concepts, one of which is **Data Analysis**. Its subconcepts of **collection, visualization, and transformation** as well as **inference & models** pair nicely with Standards 3 and 6. In the concept of **Algorithms & Programming**, the subconcept of **programming/program development** requires students to give credit to ideas (Standard 6) and to give presentations (Standard 7). In the concept of **Impacts of Computing**, the subconcept of culture asks students to examine distorted, exaggerated, and misrepresented

information, which pairs well with Standard 6. Moreover, the subconcept of **social interactions** requires students to publish with a purpose, a nice pairing with Standards 1, 3, and 7.



OKWorld Languages

World Languages has five overarching goals, and three of them--communication, comparison, and connections--relate to disciplinary literacy. Within communication, there are three standards:

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Within Connections, one standard relates to disciplinary literacy:

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Within Comparisons, one standard relates to disciplinary literacy:

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



Guiding Research

Well-recognized guiding research in language arts upholds Oklahoma’s eight overarching standards as a whole, especially the standards’ emphasis on the reciprocal relationship between reading and writing: we read what others have written and write to create reading for audiences beyond ourselves. This guiding research deserves expanded commentary.

READING FOUNDATIONS

The International Literacy Association (ILA) and the Report of the Subgroups of the National Reading Panel have identified important components of reading. Foundational reading skills are included within Standard 2: Reading and Writing Foundations.

PRINT CONCEPTS: the ability to understand distinguishing features of print, including knowing that the print on the page contains a message, that print contains words that can be read aloud, that print has a distinct “right side up,” and that words are read from left to right.

PHONOLOGICAL/PHONEMIC AWARENESS: the understanding that words and syllables can be broken down into smaller units or phonemes is a strong predictor of later reading success.

PHONICS/DECODING: instruction that provides students with a consistent strategy to apply knowledge of sound-symbol relationships to assist them in identifying unfamiliar words.

VOCABULARY: a comprehension that a reader’s understanding of text is inextricably linked to his or her vocabulary base that can be developed through reading, direct instruction, and student-centered activities.

READING FLUENCY: a recognition that fluent reading is characterized by reading words with automaticity and expression and recognizing words with speed, accuracy, and prosody; such automatic word recognition frees a student’s attention to comprehend the text.

COMPREHENSION/CRITICAL LITERACY: a recognition that the goal of reading is understanding text by establishing a purpose for reading and determining what is literal and what is implied in the text. Critical literacy involves the reader being able to make connections between parts of a text and between texts. In addition to these foundational components, skilled reading is influenced by the development of motivation and engagement, attitude, and stance toward reading and writing and the process of interacting with text before, during, and after reading.

MOTIVATION and ENGAGEMENT: readers’ desire to interact with a text, influenced by their own self-efficacy as well as the genre, text level, author, illustrator, or topic of a text. The reader’s engagement with text may be influenced by motivation to interact with a specific text.



ATTITUDE: a reader's attitude toward reading for academic or leisure purposes influences the probability that he/she will choose to become engaged in the reading process.

STANCE: whether a reader is approaching a text for pleasure or information.

READING PROCESS: the importance of a reader being involved with the text before (setting a purpose for reading), during (reading, monitoring comprehension, investigating terms he/she does not understand), and after (referring back to the text to strengthen one's understanding, answer questions, engage in discussions and complete projects) reading.

WRITING PROCESS

The National Council of Teachers of English (NCTE) has identified a process, confirmed by research, that skilled writers use to create text. Because writing is recursive, the stages of the process may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include:

PREWRITING: preparing to write by gathering and organizing ideas, generating a topic, and clarifying purpose, audience, and form.

DRAFTING: putting ideas down on paper with a focus on content while using notes or ideas generated during prewriting, without over-concern about adherence to grammatical rules, spelling, or mechanics.

REVISING: refining of content, not mechanics. Revision begins during the prewriting activity and continues through the final draft, as writers think again about the choices made for content and add, delete, or rearrange the material. Skilled writers may revise a draft several times, accepting suggestions for improvement from peers and teachers in addition to self-critique.

EDITING: making writing suitable for publication, including the correction of errors in punctuation, capitalization, spelling, usage, sentence structure, and legibility so that errors in conventions do not interfere with an audience's ability to understand the message.

PUBLISHING: sharing the writer's product with and/or being evaluated by the intended audience or readers in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be expected to develop some pieces of writing thoroughly enough to be published. Publishing reinforces the knowledge that writing is an act of communication.



MULTIMODAL LITERACIES

Standard 7: Multimodal Literacies advanced from the Oklahoma *Priority Academic Student Skills*' Visual Literacy standard.

Text in the twenty-first century is not limited to print. Increasingly, texts are composites of print, images, sound, video, charts, and interactive links. Students need to know how to interpret and produce these kinds of texts for college, career, and informed citizenship. A statement by the NCTE Executive Committee (February 2013) confirms,

... the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to

- develop proficiency and fluency with the tools of technology;
- build intentional cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought;
- design and share information for global communities to meet a variety of purposes;
- manage, analyze, and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multimedia texts; and
- attend to the ethical responsibilities required by these complex environments.

The committee asserts,

The use of multimodal literacies has expanded the ways we acquire information and understand concepts. Ever since the days of illustrated books and maps texts have included visual elements for the purpose of imparting information. The contemporary difference is the ease with which we can combine words, images, sound, color, animation, video, and styles of print in projects so that they are part of our everyday lives and, at least by our youngest generation, often taken for granted.

What this means for teaching

The techniques of acquiring, organizing, evaluating, and creatively using multimodal information should become an increasingly important component of the English language arts classroom (November 2005).



Research References

Selected Research Citations for Oklahoma English Language Arts Standards

Standard 1: Listening and Speaking

Flood, James, et. al. (2002). *Handbook of research on teaching the English language arts*. New York: Taylor & Francis.

McCann, T. M., Johannessen, L. R., Kahn, E. A., & Flanagan, J. (2006). *Talking in class: Using discussion to enhance teaching and learning*. Urbana, IL: NCTE.

Nystrand, M. (1997). *Opening dialogue: Understanding the dynamics of language and learning in the English classroom*. Williston, VT: Teachers College Press.

Resnick, L. B., & Snow, C. E. (2008). *Speaking and listening for preschool through third grade*. Newark, DE: International Reading Association.

Standard 2: Reading Process/Writing Process

Adams, M. J. (2011). The relation between alphabetic basics, word recognition, and reading. In S.J. Samuels & A.E. Farstrup (Eds.). *What research has to say about reading instruction* (4th ed.). (pp. 4-24). Newark, DE: International Reading Association.

Ahern, J., Bishop, W., Briggs, T.L., Chapman, J., Davis, K., Fay, J.A.,...Trevino, S. P. (1997). *The reading/writing connection updated: An annotated bibliography*. Retrieved from <http://eric.ed.gov/?id=ED415502>.

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York, NY: Guilford Press.

Clay, M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann. Committee on the Prevention of Reading Difficulties in Young Children, Snow, C. E., Burns, M. S., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

Moats, L. C. (2009). *The speech sounds of English: Phonetics, phonology, and phoneme awareness*. Longmont, CO: Sopris West Educational Services.



Moats, L. C. (2005). *Teaching phonics, word study, and the alphabetic principle*. Boston, MA: Sopris West Educational Services.

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Rasinski, T.V., & Samuels, S.J. (2011). Reading fluency: What it is and what it is not. In S.J. Samuels & A.E. Farstrup (Eds.). *What research has to say about reading instruction* (4th ed.). (pp. 94-114). Newark, DE: International Reading Association.

Shanahan, T. (2006). Relations among oral language, reading, and writing development. In MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds), (pp. 171-183). *Handbook of writing research*. New York: Guilford Press.

Standard 3: Critical Reading/Critical Writing

Ahern, J., Bishop, W., Briggs, T.L., Chapman, J., Davis, K., Fay, J.A.,...Trevino, S. P. (1997). *The reading/writing connection updated: An annotated bibliography*. Retrieved from <http://eric.ed.gov/?id=ED415502>.

Moats, L. C. (2005). *Digging for meaning: Teaching text comprehension*. Boston, MA: Sopris West Educational Services.

Moats, L. C., & Sedita, J. (2006). *Writing: A road to reading comprehension*. Boston, MA: Sopris West Educational Services.

Standard 4: Vocabulary

Allen, J. (2003). Reading the world--one word at a time. *Voices from the Middle*, 10(3), 54-55.

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing words to life*. New York: Guilford Press.

Clay, M. (2015). *Becoming literate update: The construction of inner control*. Portsmouth, NH: Heinemann.

Christ, T., & Wang, X. C. (2010). Bridging the vocabulary gap: What the research tells us about vocabulary instruction in early childhood. *Young Children*, 65(4), 84-91.

Flanigan, K., Templeton, S., & Hayes, L. (2012). What's in a word? Using content vocabulary to 'generate' growth in general academic vocabulary knowledge. *Journal of Adolescent & Adult Literacy*, 56(2), 132-140.



Marzano, R. (2004). *Building background knowledge for academic achievement: Research on what works in schools*. Alexandria, VA: ASCD, 2004.

Moats, L. C. (2005). *The mighty word: Building vocabulary and oral language*. Boston: Sopris West Educational Services.

Nagy, W., & Townsend, D. (2012). Words as tools: learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108.

Neuman, S. B. & Wright, T. S. (2014). The magic of words: Teaching vocabulary in the early childhood classroom. *American Educator*, 38(2),4-13.

Snell, E.K., Hindman, A. H., & Wasik, B. A. (2015). How can book reading close the word gap? Five key practices from research. *Reading Teacher*, 68(7), 560-571

Taylor, D. B., Mraz, M., Nichols, W.D., Rickelman, R. J., & Wood, K.D. (2009). Using explicit instruction to promote vocabulary learning for struggling readers. *Reading & Writing Quarterly*, 25(2-3), 205-220.

Wagner, R.K., Muse, A.E., & Tannenbaum, K.R., Eds. (2006). *Vocabulary acquisition: Implications for reading comprehension*. New York: Guilford Press.

Standard 5: Language

Ediger, M. (2012). Studying grammar in the technological age. *Reading Improvement*, 49(2), 35-37.

Gehsmann, K., & Templeton, S. (2011-2012). Stages and standards in literacy: Teaching developmentally in the age of accountability. *Journal of Education*, 191(1), 5-16.

Graham, S., & Santangelo, T. (2014). Does spelling instruction make students better spellers, readers, and writers? A meta-analytic review. *Reading and Writing: An Interdisciplinary Journal*, 27(9), 1703-1743.

Myhill, D., & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. *Child Language Teaching and Therapy*, 30(1), 41-62

Tompkins, G. (1998). *Language arts: content and teaching strategies*. 4th ed. Des Moines, IA: Merrill.



Weaver, Constance. (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton/Cook.

Weaver, C., Bush, J., Anderson, J., & Bills, P. (2006). Grammar intertwined throughout the writing process: An 'inch wide and a mile deep. *English Teaching: Practice and Critique*, 5(1), 77-101.

Standard 6: Research

Doan, K., & Bloomfield, A. (2014). The effects of browse time on the internet on students' essay scores. *TechTrends: Linking Research and Practice to Improve Learning*, 58(6), 63-72.

Donham, J. (2014). College ready--what can we learn from first-year college assignments? An examination of assignments in Iowa colleges and universities. *School Library Research*, 17.

Donovan, C., & Smolkin, L. (2011). Supporting informational writing in the elementary grades. *Reading Teacher*, 64(6), 406-416.

Garcia, A., Mirra, N., Morrell, E., Martinez, A., & Scorza, D. (2015). The council of youth research: Critical literacy and civic agency in the digital age. *Reading & Writing Quarterly*, 31(2), 151-167.

Jago, C., & Gardner, S. (1999). How can high school and college teachers work together to teach research strategies to students? *English Journal*, 89(1), 23-28.

Landreau, J. (2011). Research: why wait till high school? *Phi Delta Kappan*, 92(6), 55-57.

Lawrence, S., & Harrison, M. (2009). Using writing projects in a high school classroom to support students' literacy development and foster student engagement. *Language and Literacy Spectrum*, 19, 56-74.

Whitin, P. (2007). The ties that bind: Emergent literacy and scientific inquiry. *Language Arts*, 85 (1), 20-30.

Standard 7: Multimodal Literacies

Biancarosa, C., & Snow, C. E. (2006). *Reading Next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.)*. Washington, DC: Alliance for Excellent Education.

Broderick, D. (2014). Collaborative design. *Journal of Adolescent & Adult Literacy*, 58(3), 198-208.



- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Hicks, T. (2009). *The digital writing workshop*. Portsmouth, NH: Heineman.
- Hobbs, R. (2011). *Digital and media literacy: Connecting culture and classroom*. Thousand Oaks, CA: Corwin.
- Hobbs, R., & Moore, D. (2013). *Discovering media literacy: Teaching digital media and popular culture in elementary school*. Thousand Oaks, CA: Corwin.
- Multimodal Literacies Issue Management Team of the NCTE Executive Committee. (2015). *Position statement on multimodal literacies*. Urbana, IL: National Council of Teachers of English.
- Penniman, B. (2010). *Building the English classroom: Foundations, support, success*. Urbana, IL: National Council of Teachers of English.
- Williams, W. R. (2014). New technologies, new possibilities for the arts and multimodality in English language arts. *Contemporary Issues in Technology and Teacher Education*, 14(4), 327-355.

Standard 8: Independent Reading & Writing

- Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. New York: Scholastic.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. New York: Stenhouse.
- Gallagher, K. (2006). *Teaching adolescent writers*. New York: Stenhouse.
- Gambrell, L. B., Marinak, B.A., Brooker, H.R., & McCrea-Andrews, H. J. (2011). The importance of independent reading. In S.J. Samuels & A.E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.). (pp. 143-158). Newark, DE: International Reading Association.
- Leisure Reading Task Force of the International Reading Association. (2014). *Leisure reading: A joint position statement of the International Reading Association, the Canadian Children's Book Centre, and the National Council of Teachers of English*. Newark, DE: International Reading Association.



Miller, Donalyn, (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco, CA: Jossey-Bass.

Wilhelm, J., & Smith, M. (2014). *Reading unbound: Why kids need to read what they want—and why we should let them*. New York: Scholastic.
2014.

Glossary and Companion Documents of Oklahoma Academic Standards for English Language Arts

Ball, C., & Charlton, C. (2015). All writing is multi-modal. In L. Adler–Kassner & E. Wardle (Eds.), *Naming what we know: Threshold concepts of writing studies* (2.4). Boulder, Colorado: University Press of Colorado.

Blachowicz, C., & Fisher, P. (2011). A word for word. *Educational Leadership*.

Frey, N., & Fisher, D. (2013). *Rigorous reading: Five access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.

Lexile Framework of Reading. (2015). *Typical reader measures and text measures by grade*. Retrieved from
<https://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>.

Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC:
American Federation of Teachers.

Moats, L. C. (2000). *Speech to print: Language essentials for teachers*. Baltimore: Paul H. Brookes Pub.

National Network of Business and Industry Associations. (2015). *Common employability skills: A foundation for success in the workplace*.
Retrieved from <http://nationalnetwork.org/resources/>.

Reithang, D. (2002). *Orchestrating success in reading*. West Vancouver, B.C.: Stirling Head Enterprises.

Williamson, Gary L., & Baker, R. (2013). *Enriching the concept of career preparedness by examining text complexity associated with bright outlook occupations*. Retrieved from www.lexile.com.