

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS 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.

OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS

The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. 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 addresses the integrated nature of English language arts and 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.

Standard 1: Speaking and Listening

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

Standard 2: Reading Foundations/Reading Process and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

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

Standard 6: Research

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

Standard 7: Multimodal Literacies

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

Standard 8: Independent Reading and Writing

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

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH

Well-recognized guiding research in language arts upholds Oklahoma’s Eight CCR 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 Process.

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 for 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

The 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).

Further Support

A large body of research has been consulted for each of Oklahoma’s Eight College- and Career- Ready Standards; these sources are provided in a complete bibliography which can be accessed on the Oklahoma Department of Education’s English Language Arts Standards webpage.

OKLAHOMA ENGLISH LANGUAGE ARTS EIGHT OVERARCHING STANDARDS IN READING AND WRITING

Academic standards establish objective performance criteria. They are used as guides for developing 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.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended 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.

ENGLISH LANGUAGE ARTS COLLEGE- AND CAREER- STANDARDS

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

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

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

Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

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

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

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

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

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

Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

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

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

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

Writing

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

Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

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

Reading

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

Writing

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

Navigating the Vertical Alignment

Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

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

5th Grade

6th Grade

7th Grade

Reading

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

5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

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

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

6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

6.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

Writing

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

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

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

6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

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

7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Recursive Reading and Writing Strands

with Guiding Principles

Vertical Grade-level Progressions

Standard Objectives

delineated for each grade and vertically aligned

Standard Code

Grade . Standard Number . Strand . Objective

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Oklahoma Academic Standards for English Language Arts

INSTRUCTIONAL DESIGN

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing.

Every standard includes a reading and writing strand with standard objectives delineated by grade-level.

Reading instruction supports the development and refinement of writing skills.

Writing instruction supports the development and refinement of reading skills.

READ

WRITE

RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

The Eight English Language Arts Standards

Standard 1: Speaking and Listening

Standard 2: Reading and Writing Process

Standard 3: Critical Reading and Writing

Standard 4: Vocabulary

Standard 5: Language

Standard 6: Research

Standard 7: Multimodal Literacies

Standard 8: Independent Reading and Writing

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 9th Grade, English I

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 9th Grade, English I

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 9th Grade, English I

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 9th Grade, English I

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



Glossary

A

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

Abbreviation : a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and lb. for pound.

Active listening : the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Affix : a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

Alliteration : the repetition of the same initial consonant sound of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Allusion : a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Analogy : a comparison of the similar aspects of two different things.

Annotation : a critical or explanatory note or body of notes added to a text.

Antagonist : the adversary of the hero or protagonist of a drama or other literary work.

Antonyms : words which have opposite meanings (e.g., hot and cold).

Appropriate technology : technology that students can use independently or with minimal scaffolding.

Archetype : a symbol, plot pattern, character type, or theme that recurs in many different cultures.

Argument essay : a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

Argumentation : writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

Audience : writer's targeted reader or readers.

Author's craft : specific techniques that an author chooses to relay an intended message.

Automaticity : reading without conscious effort or attention to decoding.

B

Base : a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

Blending : the task of combining sounds rapidly to accurately represent the word.

C

Cause & effect : text structure that notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).

Citing sources : a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

Claim : an assertion of the truth of something.

Close reading : a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

1. **Code Breaker**: understanding the text at the surface level (i.e., alphabetic, structural)
2. **Meaning maker**: comprehending the text at the level intended by the author
3. **Text user**: analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written
4. **Text critic**: understanding that the text is not neutral and that existing biases inform calls to action.

Closed syllable : a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

Coherence : continuity of meaning that enables others to make sense of a text.

Collaborative discussions : discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

Compare : find similarities between two or more texts or text elements.

Comparison : text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

Compound word : a word made by putting two or more words together (e.g., cowboy).

Comprehension : understanding what one is reading, the ultimate goal of all reading activity.

Conflict : struggle or clash between opposing characters, forces, or emotions.

Connotation : a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

Consonant blend : two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant digraph : two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Consonant trigraph : a combination of three letters used to represent a single speech sound or phoneme. (e.g./tch/)

Content-specific : vocabulary that includes technical words related to specific academic disciplines. *(See also academic and domain-specific vocabulary)*

Context : the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context clue : the information from the textual setting that helps identify a word or word group.

Contraction : a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

Conventional writing : expressing thoughts and ideas with agreed upon symbols, like the alphabet.

Counterclaim : a claim made to rebut a previous claim.

D

Declarative sentence : the kind of sentence that makes a statement or “declares” something.

Decode : translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Denotation : the literal or dictionary meaning of a word.

Description : text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail : piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author’s main point.

Diction : the choice and use of words by a speaker or a writer.

Digital media : media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

Domain-specific vocabulary : “relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science” (Blachowicz, C. & Fisher, P., p.1). (*See also academic and content-specific vocabulary*)

E

Edit : to review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning.

Emergent writing : “means that children begin to understand that writing is a form of communication and their marks on paper convey a message” (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

Ethical and legal guidelines for research : guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author’s work, or violating copyright laws are unethical and could result in legal action.

Exclamatory sentence : a type of sentence that expresses strong feelings by making an exclamation.

F

Fiction : imaginative literary works representing invented rather than actual persons, places, or events.

Figurative language : writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

Flashback : scene that interrupts the action of a work to show a previous event.

Fluency : ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity, and prosody allow the reader to build comprehension.

Foreshadowing : use of hints or clues in a narrative to suggest future action.

G

Generalize : to make general or broad statements by inferring from text details.

Genre : a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all examples of literary genres.

Grammar : rules of language.

Grapheme : a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic features : pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

H

High frequency Irregular words : words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High frequency words : a small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Homographs : words that are spelled alike but have different sounds and meanings (e.g., bow used with an arrow vs. bow of a ship).

Homonyms : words that sound the same but have different spellings and meanings (e.g., bear, bare).

Hyperbole : obvious and deliberate exaggeration; an extravagant statement.

I

Idiom : an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

Imagery : multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses.

Imperative sentence : a sentence that gives a command, makes a request, or expresses a wish.

Indent : to set in or back from the margin, as the first line of a paragraph.

Independent reading levels : the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Inference : act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Inferring : making a reasonable assumption about meaning that is not explicitly stated in the text.

Inflectional endings : in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informational : non-fiction books; also referred to as expository text, that contain facts and information.

Interactive texts : multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

Interrogative sentence : the kind of sentence that asks a question and uses a question mark.

Irony : the use of words to express something other than and especially the opposite of the literal meaning.

L

Legend : inscription or title on an object (e.g., a key to symbols used on a map).

Letter-sound correspondences : the matching of an oral sound to its corresponding letter or group of letters.

Lexile : a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

Literal : information directly from the text (e.g., on the line).

Literary nonfiction : text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.

Main idea : the central thought or premise of a reading passage.

Meaning vocabulary : application of one's understanding of word meanings to passage comprehension.

Memoir : type of autobiography that usually focuses on a single time period or historical event.

Metaphor : a direct comparison of two unlike things.

Modified citation style : using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

Mood : atmosphere or predominant emotion in a literary work.

Morpheme : the smallest meaningful unit of the language.

Morphology : the study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Multimodal : multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. “All Writing is Multimodal,” Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

Multimodal content : content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

Multimodal literacy : “the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce.” NCTE Position Statement on Multimodal Literacies.

Multisyllabic : these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

N

Narrative writing : writing that tells a story. This writing is often anecdotal, experiential, and personal—allowing students to express themselves in creative and, quite often, moving ways.

Nonfiction : text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

Nonverbal cues : nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye contact, gestures, and body language. Listeners should study these cues to determine a speaker’s message, argument, and credibility.

Nonverbal texts : In place of words, nonverbal texts may include images, gestures, and movement.

O

Onomatopoeia : use of words that mimic the sounds they describe; imitative harmony.

Onset : all of the sounds in a syllable that come before the first vowel.

Opinion writing : writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.

P

Parallel structure : repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

Paraphrase : to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

Personification : the bestowing of human qualities on animals, ideas, or things.

Persuasion : form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

Phoneme : a speech sound that combines with others in a language system to make words.

Phonemic awareness : the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics : the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

Phonological awareness : one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Picture walk : a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

Plagiarism : using another person or source’s words or ideas without giving credit or obtaining permission.

Plot : sequence of events or actions in a short story, novel, drama, or narrative poem.

Point of view : the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

Prefix : a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as “re” in reprint.

Pre-reading strategies : strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

Primary source : firsthand account of an event or a time period written or created during that time period (examples: *Diary of Anne Frank*, Dorothea Lange’s photographs, newspaper article about Hurricane Katrina).

Print concepts : the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books.

Prior knowledge : refers to schema, the knowledge and experience that readers bring to the text.

Problem/solution : text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Protagonist : central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

Purpose : specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

Q

Quote : in research, to directly copy down the words from a source, set off in quotation marks.

R

R-controlled vowels : the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

Rate : the speed at which a person reads.

Recursive : moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

Reenact : to act out the events of a text.

Retell : recall the content of what was read or heard.

Revise : the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be confused with edit.

Rhetorical device : technique used by writers to persuade an audience. (e.g. alliteration, hyperbole, metaphor, etc.)

Rhyme : words that have the same ending sound.

Rime : a vowel plus the consonants that follow in a syllable; (e.g., -ame, -ick, -out).

Root : a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Schema : refers to prior knowledge, the knowledge and experience that readers bring to the text.

Secondary source : an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

Segmenting : separating the individual phonemes, or sounds, of a word into discrete units.

Semantics : the study of meaning in language.

Semantic relationships : associations that exist between the meanings of words.

Sequential structure: text structure in which ideas are grouped on the basis of order or time.

Setting : time and place in which events in a short story, novel, drama, or narrative poem take place.

Shared reading : an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Simile : a combination of two things that are unlike, usually using the words like or as.

Stem : the base form of a word; also called the root word.

Structural analysis : a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style : writer's characteristic manner of employing language.

Suffix : a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

Summarize : reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supporting details : reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

Syllable : a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol : object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms : words which have the same meaning. (e.g. example, instance, occurrence)

Syntax : arrangement of words and order of grammatical elements in a sentence.

Synthesize : creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

T

Text complexity : based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks.

1. Quantitative evaluation: readability measures and other scores of text complexity

2. Qualitative evaluation: levels of meaning, structure, language features, and knowledge demands

3. Matching readers with texts and tasks: reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.7)

Theme : central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Thesis statement : the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

Tone : writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Topic : the subject of the entire paragraph/text selection; tells what the passage is mainly about.

Track print : look and process all the letters in order from left-to-right.

Trait : distinguishing feature, as of a person's character.

V

Verbal cues : words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners should be focusing on these cues as it helps listeners determine a speaker's message, argument, and credibility.

Vocabulary notebook : a teaching strategy used to help students learn new vocabulary.

Voice : distinctive style or manner of expression of an author or of a character.

Vowel digraph : two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Vowel diphthong : a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like the oy sound in *oil*.

W

Word study : the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their meanings.

Word family : group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out).

Word wall : a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

Writing Modes : major types of writing. (Narrative, Opinion, Informational, Argumentation).

Writing process : steps contained in the writing process include prewriting, drafting, revising, editing, and publishing. This process is often recursive.

Standard 2: Reading Foundations

The 44* Phonemes of the English Language

Phoneme		Graphemes**		Examples		Phoneme		Graphemes**		Examples	
Consonant Sounds:											
1	/b/	b, bb	big, rubber	14	/t/	t,tt,ed	top,letter,stopped				
2	/d/	d,dd,ed	dog, add, filled	15	/v/	v,ve	vet, give				
3	/f/	f,ph	fish, phone	16	/w/	w	wet, win, swim				
4	/g/	g,gg	go,egg	17	/y/	y,i	yes, onion				
5	/h/	h	hot	18	/z/	z,zz,ze,s,se,x	zip, fizz, sneeze, laser,is,was,please,xylophone				
6	/j/	j,g,ge,dge	jet,cage,barge,judge	Consonant Digraphs:							
7	/k/	c,k,ck,ch,cc,que	cat,kitten,duck,school,occur, antique	19	/th/ (not voiced)	th	thumb, thin, thing				
8	/l/	l,ll	leg, bell	20	/th/ (voiced)	th	this, feather, then				
9	/m/	m,mm, mb	mad, hammer, lamb	21	/ng/	ng,n	sing, monkey, sink				
10	/n/	n,nn,kn,gn	no,dinner,knee, gnome	22	/sh/	sh,ss,ch,ti,ci	ship, mission, chef, motion, special				
11	/p/	p,pp	pie, apple	23	/ch/	ch,tch	chip, match				
12	/r/	r,rr,wr	run, marry, write	24	/zh/	ge,s	garage, measure, division				
13	/s/	s,se,ss,c,ce,sc	sun,mouse,dress,city,ice, science	25	/wh/ (with breath)	wh	what, when, where, why				

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples		
Short Vowel Sounds:			Vowel Diphthongs:				
26	/a/	a, au	hat, laugh	38	/ow/	ow, ou, ou_e	cow, out, mouse, house
27	/e/	e, ea	bed, bread	39	/oy/	oi, oy	coin, toy
28	/i/	i	if	Vowel Sounds Influenced by r:			
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40	/a(r)/	ar	car
30	/u/	u, o	up, ton	41	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
Long Vowel Sounds:			42	/i(r)/	irr, ere, eer	mirror, here, cheer	
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43	/o(r)/	or, ore, oor	for, core, door
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie	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)			
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row				
35	/ū/	u, u_e, ew	human, use, few, chew				
Other Vowel Sounds:							
36	/oo/	oo,u,oul	book, put, could				
37	/ōō/	oo,u,u_e	moon, truth, rule				

Standard 3: Critical Reading and Writing

Genre Guidance

The following provides a broad index of appropriate genres. 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 and Writing: Reading Strand - *Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.*

By end of third grade , students will have read grade-level appropriate texts in following:	By end of fifth grade , students will have read grade-level appropriate texts in following:	By end of eighth grade , students will have read grade-level appropriate texts in following:	By end of English IV , students will have read grade-level appropriate texts in following:
informational text	informational text	informational text	informational text
fiction	fiction	fiction	fiction
nonfiction	nonfiction	nonfiction	nonfiction
poetry	poetry	poetry	poetry
drama	drama	drama	drama
nursery rhyme	fable	fable	<i>Plus increasingly complex application of previous grades</i>
fable	legend	legend	
folk, fairy, and tall tale	fairy tale	fairy tale	
autobiography and biography	myth	myth	
	autobiography and biography	autobiography and biography	
	<i>Plus increasingly complex application of previous grades</i>	<i>Plus increasingly complex application of previous grades</i>	

Standard 3: Critical Reading and Writing

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related 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.

Qualitative measures

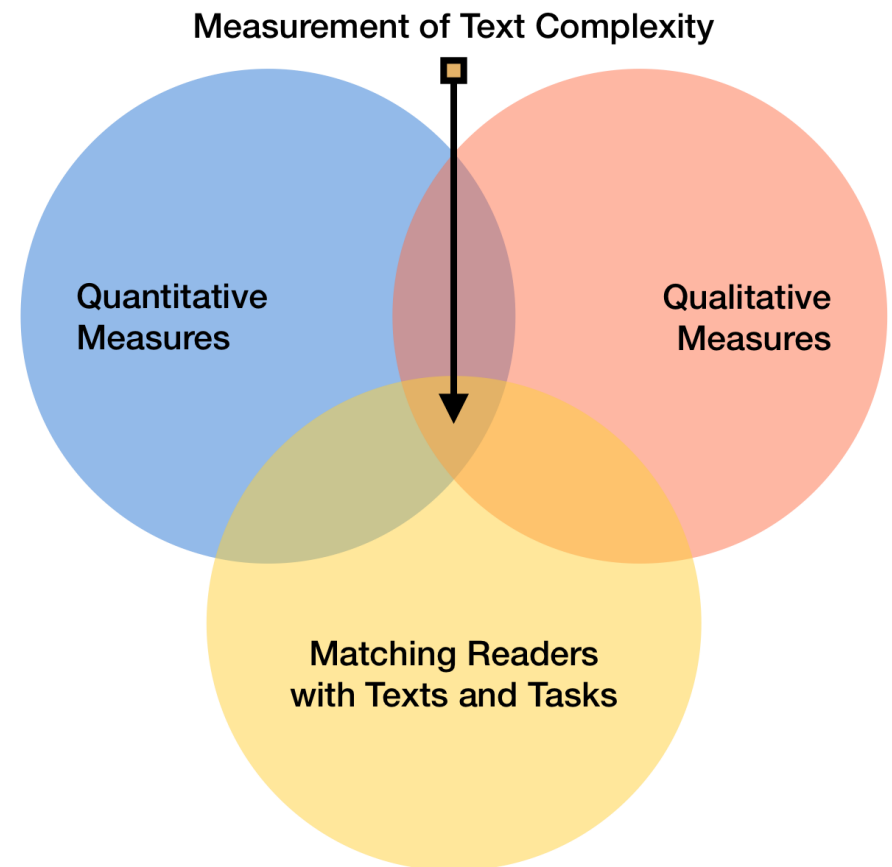
Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research-based rubric.

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

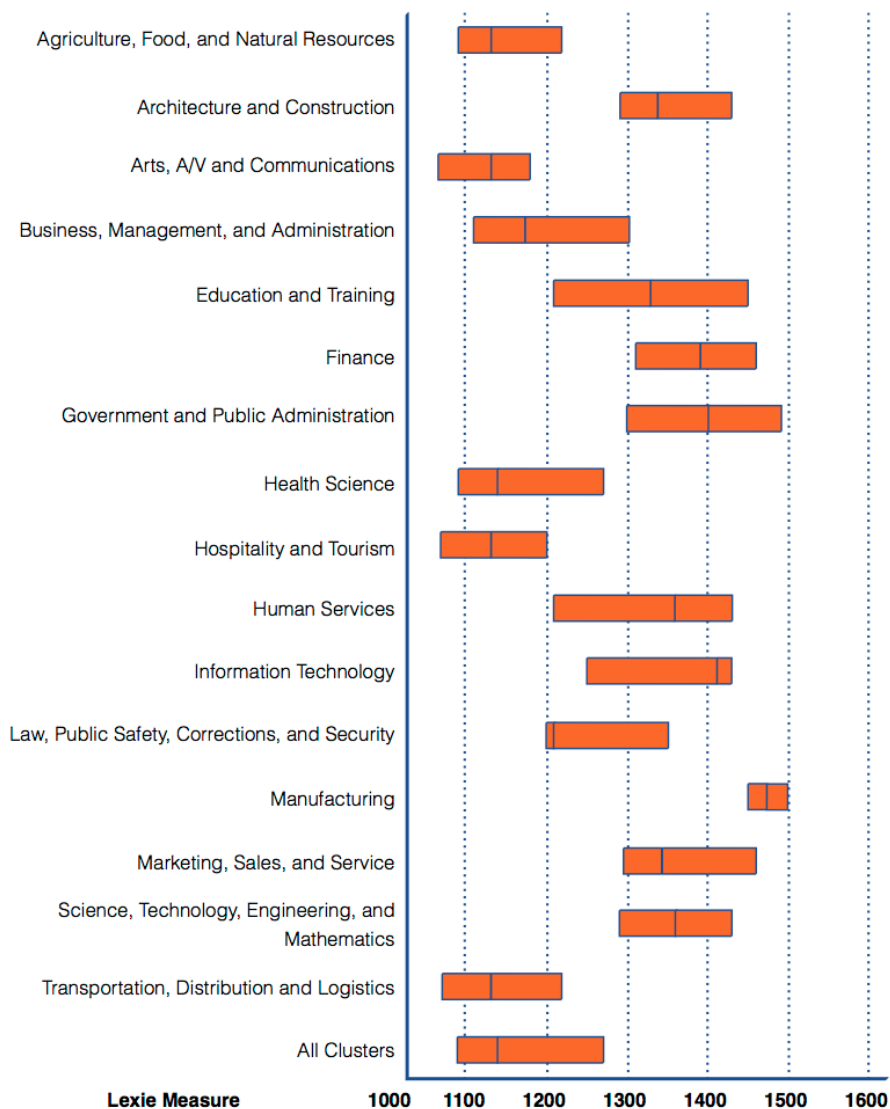
According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, "text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts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



Standard 3: Critical Reading and Writing

College- and Career-Readiness Reading Range

**National Career Clusters® Framework
Text Complexity for 16 Career Clusters**



Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Grammar Companion

Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a particular person, place, or thing. These will always be capitalized.

Ex: Mr. Smith, Riverdale Elementary, American

- Common noun - refers to a general group of persons, places, things, or ideas.

Ex: teacher, school, citizen

- Concrete noun - these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or smelled.

Ex: apple, ball, telephone

- Abstract noun - represents a feeling, idea, or quality. These cannot be sensed by your five senses.

Ex: hope, love, peace, hatred

- Collective noun - refers to things or people as a unit.

Ex: team, family, class

Pronoun - a word that takes the place of a noun.

- Personal pronoun - refers to who is speaking, being spoken to, or spoken about.

	Personal Pronouns	
	Singular	Plural
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

- Possessive pronoun - a word that shows possession and defines who owns a particular object.

	Possessive Pronouns	
	Singular	Plural
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

- Reflexive pronoun - a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

Ex: myself, herself, himself, itself, ourselves, themselves

- Demonstrative pronoun - **this, that, these, those**. Points out a person, place, thing, or idea.

Ex: This is my book. Those are my shoes. These are mine.

- Interrogative pronoun - **what, which, who, whom, whose**. Used at the beginning of a question.

- Antecedent - the noun the pronoun replaces.

Ex: **Joann** placed **her** coat in the closet. **Joann** is the antecedent for **her**.

Verb - a word that expresses action or state of being.

- Action verb - a verb that expresses physical or mental action of the subject.

Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- Linking verb - **am, is, are, was, were, be, being, been**. These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.

Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- Helping verb - used with the main verb to tell what happens or what exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much, and which one**.

- Articles- **a, an, the**, are always adjectives.
- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.
- Adjectives tell How Many. Ex: I have attended **four** schools.
- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.
- Adjectives tell Which One. Ex: I live in **the blue** house.
 - Demonstrative Adjectives: **this, that, these, those**. When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

Ex: This is my book. – demonstrative pronoun taking the place of book.

 This book is mine. – demonstrative adjective describing book.
- Adjectives that Compare - these are usually formed by adding **-er, -ier, -est, -iest**. Ex: **larger** hat, **angrier** than you, **biggest** car.
- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to what extent**. Common adverbs end in **-ly**.

- Adverbs tell **How**.

Ex: The dolphin floated **gracefully** in the water.

John finished the race **strong**.

- Adverbs tell **When**.

Ex: Lisa will go **first**.

Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.

Ex: Turn **left** at the stoplight.

The dogs are **outside**.

- Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very**.

Ex: It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.

- One-word Prepositions - consists of one word

Examples in sentences: The deer ran across the road. We stopped at the store down the street.

Common One-word Prepositions

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
Example in a sentence: Water flowed in front of the rocks.

Common Phrasal Prepositions

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet** - connect equal parts of a sentence.

Ex: I like to read **and** watch TV.

We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

Common Subordinating Conjunctions

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither...nor, either...or, not only...but also**

Ex: **Not only** do I like football, **but** I **also** like baseball.

Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.

Ex: wow, yes, well, please, yuck

Parts of the Sentence

Subject

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. It is what or whom the sentence is about.

Ex: The young **man** built the family a the new house.

The simple subject is the subject and any modifiers.

Ex. **The young man** built the family a new house.

Predicate

The predicate of a sentence expresses the action or being within the sentence.

Ex: The young man **built** the family a new house.

The simple predicate contains the verb and words that modify the verb.

Ex: The young man **built the family a new house.**

Direct Object

The direct object receives the action of the sentence. It is usually a noun or pronoun.

Ex: The young man built the family a new **house**.

Indirect Object

The indirect object indicates to whom or for whom the action of the sentence is being done.

Ex: The young man built the **family** a new house.

Subject Complement

A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

Phrases - groups of words that do not contain both a subject and a verb.

Prepositional Phrase -made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)
- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial

- **Infinitive Phrase - the word “to” plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns**

Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

Her plan **to become a millionaire** fell through when the stock market crashed. (adjective describing plan)

John went to college **to study engineering**. (adverb describing why he went)

- **Participial Phrase - a verb form functioning as an adjective.**

Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

- **Gerund Phrase - an –ing verb form functioning as a noun.**

Ex: **Walking the dog** is not my favorite task. (subject)

Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.

Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

Clauses

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose**.

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

Subordinating conjunctions to show time: **after, before, when, while, as, whenever, since, until, as soon as, as long as, once**

Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**

Subordinating conjunctions to show condition: **if, unless, whether, providing**

Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples:

Time: **After the family spent the day at the zoo**, they were very tired.

Cause and Effect: The family was very tired **since they spent the day at the zoo**.

Condition: **Unless you plan your trip to the zoo carefully**, you won't be able to see all the animals in one day.

Contrast: The family visited the park, **although they really wanted to spend the day at the zoo**.

Noun Clauses - dependent clauses that function as the subject, object, or compliment of a sentence.

They begin with subordinating conjunctions.

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

- Whatever you want for dinner** is fine with me. (subject)
- John will make **whatever you want for dinner**. (direct object)
- I have dinner ready for **whoever wants to eat**. (object of the preposition)

Verb Tense

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense
- The Present Tense
- The Future Tense

Examples of Tenses

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)
- I walk to work. (The verb *walk* is in the **present tense**.)
- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)
- I am happy. (The verb *am* is in the **present tense**.)
- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense:** laughed, was/were laughing, had laughed, had been laughing
- **Present Tense:** laugh, am/is/are laughing, has/have laughed, has/have been laughing
- **Future Tense:** will laugh, will be laughing, will have laughed, will have been laughing

The Full List of Tenses

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	Example
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	Example
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

Sentence Structure

1. Simple - a simple sentence contains one independent clause.

Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

Types of Sentences

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

Ex: Is it snowing? Have you had breakfast?

Standard 1: Speaking and Listening

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

Reading

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

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

Writing

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

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

Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend increasingly complex literary and informational texts.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	9.2.W.2 Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.
9.2.R.3 Students will synthesize main ideas with supporting details in texts.	9.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.
	9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.
	9.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

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

Writing

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

9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.

9.3.W.1 **NARRATIVE - Grade Level Focus**
Students will write nonfiction narratives (e.g., *memoirs, personal essays*).

9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

9.3.W.2 **INFORMATIVE - Grade Level Focus**
Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., *specific facts, examples, details, data*) and maintaining an organized structure and a formal style.

9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- setting
- plot
- characters (*i.e., protagonist, antagonist*)
- character development
- theme
- conflict (*i.e., internal and external*)
- archetypes

9.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- tone
- symbolism
- irony

9.3.W.4 **ARGUMENT**

Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.

9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

9.3.W.5 Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.

9.3.R.6 Students will comparatively analyze the structures of texts (e.g., *compare/contrast*, *problem/solution*, *cause/effect*, *claims/counterclaims/evidence*) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.

9.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.

9.3.R.7 Students will make connections (e.g., *thematic links*, *literary analysis*) between and across multiple texts and provide textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

9.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.

9.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.

9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.

9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Standard 5: Language

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

Reading

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

9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.

9.5.R.2 Students will recognize the use of active and passive voice.

9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.

9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.

9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.

9.5.W.3 Students will use parallel structure.

9.5.W.4 Students will use various types of phrases (e.g., *appositive, adjectival, adverbial, participial, prepositional*) and clauses (e.g., *independent, dependent, adverbial*) to convey specific meanings and add variety and interest to writing or presentations.

Standard 6: Research

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

Reading

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

9.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

9.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).

9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

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

9.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

9.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

9.6.W.4 Students will summarize and present information in a report.

Standard 7: Multimodal Literacies

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

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.

9.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

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

9.7.W.1 Students will create a variety of multimodal content to engage specific audiences.

9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

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

Reading

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

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

Writing

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

9.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or draw appropriate conclusions.

Suggested Pacing Calendar ELA (Gr. 10-Eng. II) OAS 2016

Suggested Order	Objective Number	Objective Description	Suggested Days of Instruction
1	10.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	5 days
2	10.4.R.5	Students will use a dictionary, glossary, or thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	5 days
3	10.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	5 days
4	10.4.R.2	Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words.	5 days
5	10.4.R.4	Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.	5 days
6	10.2.R.1	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	5 days
7	10.5.R	Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.	5 days
8	10.2.R.2	Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.	5 days
9	10.3.R.3	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • character development • theme • conflict (i.e., internal and external) • archetypes 	4 days
Alpha Plus Fall Benchmark	Instruction ends 9/23/16	<i>Suggested order or number of days of instruction does not fit every school's academic calendar. Please adjust to suit your needs. Fall benchmark assessment window is Sept. 26-Oct. 7 over the first 10 objectives.</i>	SUGGESTED 44 days
10	10.3.R.4	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> • figurative language • imagery • tone • symbolism • irony 	4 days

Suggested Pacing Calendar ELA (Gr. 10-Eng. II) OAS 2016

11	10.3.R.2	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	4 days
12	10.3.R.1	Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	4 days
Winter Benchmark	Instruction ends 11/22/17	<i>Suggested order or number of days of instruction does not fit every school's academic calendar. Please adjust to suit your needs. Winter benchmark assessment window is Nov. 28-Dec. 9 over the first 13 objectives.</i>	SUGGESTED 12 days
13	10.3.R.5	Students will distinguish among different kinds of evidence (<i>e.g., logical, empirical, anecdotal</i>) used to support conclusions and arguments in texts.	4 days
14	10.3.R.7	Students will make connections (<i>e.g., thematic links, literary analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.	4 days
15	10.3.R.6	Students will comparatively analyze the structures of texts (<i>e.g. compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.	4 days
16	10.7.R.1	Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.	4 days
17	10.7.R.2	Students will analyze the impact of selected media and formats on meaning.	4 days
18	10.6.R.1	<i>Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</i>	6 days
19	10.6.R.2	<i>Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.</i>	6 days
20	10.6.R.3	<i>Students will evaluate the relevance, reliability, and validity of the information gathered.</i>	6 days
Spring Summative	Instruction ends 2/17/17	<i>Suggested order or number of days of instruction does not fir every school's academic calendar. Please adjust to suit your needs. Summative B assessment window is Feb. 21-Mar. 2 over all objectives listed above.</i>	SUGGESTED 38 days

Italicized objectives will not have a formative assessment, but will be assessed on the OCCT.

Suggested Pacing Calendar ELA (Gr. 10-Eng. II) OAS 2016

- The writing objectives will be assessed within the standards on the OCCT, but writing standards cannot be assessed on a multiple choice formative assessment. It is recommended that the standards should be a part of your pacing calendar.

Suggested Order	Objective Number	Objective Description	Suggested Days of Instruction
1	10.1.W.1	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	5 days
2	10.1.W.2	Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each member.	5 days
3	10.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	5 days
4	10.2.W.2	Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.	5 days
5	10.2.W.3	Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and building on ideas in multi-paragraph essays.	6 days
6	10.2.W.4	Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.	4 days
7	10.3.W.1	NARRATIVE-Students will write narratives embedded in other modes as appropriate.	6 days
8	10.3.W.2	INFORMATIVE-Grade Level Focus Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style.	6 days
9	10.3.W.3	INFORMATIVE-Grade Level Focus Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	6 days
10	10.3.W.4	ARGUMENT- Grade Level Focus Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.	6 days
11	10.3.W.5	ARGUMENT-Grade Level Focus Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.	6 days

Suggested Pacing Calendar ELA (Gr. 10-Eng. II) OAS 2016

12	10.3.W.6	ARGUMENT-Grade Level Focus Students will blend multiple modes of writing to produce effective argumentative essays.	6 days
13	10.4.W.1	Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	4 days
14	10.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.	4 days
15	10.5.W.1	Students will write using correct mechanics.	5 days
16	10.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.	5 days
17	10.5.W.3	Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication	5 days
18	10.6.W.1	Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>)	6 days
19	10.6.W.2	Students will refine and formulate a viable research questions, integrate findings from sources, and clearly use a well-developed thesis statement.	6 days
20	10.6.W.3	Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.	5 days
21	10.6.W.4	Students will synthesize and present information in a report.	5 days
22	10.7.W.1	Students will critique the sources of multimodal content.	3 days
23	10.7.W.2	Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	3 days
24	10.8.W	Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.	5 days

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS 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.

OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS

The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. 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 addresses the integrated nature of English language arts and 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.

Standard 1: Speaking and Listening

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

Standard 2: Reading Foundations/Reading Process and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

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

Standard 6: Research

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

Standard 7: Multimodal Literacies

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

Standard 8: Independent Reading and Writing

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

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH

Well-recognized guiding research in language arts upholds Oklahoma’s Eight CCR 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 Process.

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 for 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

The 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).

Further Support

A large body of research has been consulted for each of Oklahoma’s Eight College- and Career- Ready Standards; these sources are provided in a complete bibliography which can be accessed on the Oklahoma Department of Education’s English Language Arts Standards webpage.

OKLAHOMA ENGLISH LANGUAGE ARTS EIGHT OVERARCHING STANDARDS IN READING AND WRITING

Academic standards establish objective performance criteria. They are used as guides for developing 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.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended 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.

ENGLISH LANGUAGE ARTS COLLEGE- AND CAREER- STANDARDS

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

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

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

Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

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

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

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

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

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

Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

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

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

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

Writing

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

Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

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

Reading

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

Writing

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

Navigating the Vertical Alignment

Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

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

5th Grade

6th Grade

7th Grade

Reading

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

5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

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

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

6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

6.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

Writing

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

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

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

6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

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

7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Recursive Reading and Writing Strands

with Guiding Principles

Vertical Grade-level Progressions

Standard Objectives

delineated for each grade and vertically aligned

Standard Code

Grade . Standard Number . Strand . Objective

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Oklahoma Academic Standards for English Language Arts

INSTRUCTIONAL DESIGN

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing.

Every standard includes a reading and writing strand with standard objectives delineated by grade-level.

Reading instruction supports the development and refinement of writing skills.

Writing instruction supports the development and refinement of reading skills.



RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

The Eight English Language Arts Standards

Standard 1: Speaking and Listening

Standard 2: Reading and Writing Process

Standard 3: Critical Reading and Writing

Standard 4: Vocabulary

Standard 5: Language

Standard 6: Research

Standard 7: Multimodal Literacies

Standard 8: Independent Reading and Writing

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 10th Grade, English II

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 10th Grade, English II

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



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



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



Glossary

A

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

Abbreviation : a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and lb. for pound.

Active listening : the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Affix : a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

Alliteration : the repetition of the same initial consonant sound of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Allusion : a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Analogy : a comparison of the similar aspects of two different things.

Annotation : a critical or explanatory note or body of notes added to a text.

Antagonist : the adversary of the hero or protagonist of a drama or other literary work.

Antonyms : words which have opposite meanings (e.g., hot and cold).

Appropriate technology : technology that students can use independently or with minimal scaffolding.

Archetype : a symbol, plot pattern, character type, or theme that recurs in many different cultures.

Argument essay : a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

Argumentation : writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

Audience : writer's targeted reader or readers.

Author's craft : specific techniques that an author chooses to relay an intended message.

Automaticity : reading without conscious effort or attention to decoding.

B

Base : a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

Blending : the task of combining sounds rapidly to accurately represent the word.

C

Cause & effect : text structure that notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).

Citing sources : a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

Claim : an assertion of the truth of something.

Close reading : a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

1. **Code Breaker**: understanding the text at the surface level (i.e., alphabetic, structural)
2. **Meaning maker**: comprehending the text at the level intended by the author
3. **Text user**: analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written
4. **Text critic**: understanding that the text is not neutral and that existing biases inform calls to action.

Closed syllable : a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

Coherence : continuity of meaning that enables others to make sense of a text.

Collaborative discussions : discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

Compare : find similarities between two or more texts or text elements.

Comparison : text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

Compound word : a word made by putting two or more words together (e.g., cowboy).

Comprehension : understanding what one is reading, the ultimate goal of all reading activity.

Conflict : struggle or clash between opposing characters, forces, or emotions.

Connotation : a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

Consonant blend : two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant digraph : two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Consonant trigraph : a combination of three letters used to represent a single speech sound or phoneme. (e.g./tch/)

Content-specific : vocabulary that includes technical words related to specific academic disciplines. *(See also academic and domain-specific vocabulary)*

Context : the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context clue : the information from the textual setting that helps identify a word or word group.

Contraction : a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

Conventional writing : expressing thoughts and ideas with agreed upon symbols, like the alphabet.

Counterclaim : a claim made to rebut a previous claim.

D

Declarative sentence : the kind of sentence that makes a statement or “declares” something.

Decode : translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Denotation : the literal or dictionary meaning of a word.

Description : text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail : piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author’s main point.

Diction : the choice and use of words by a speaker or a writer.

Digital media : media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

Domain-specific vocabulary : “relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science” (Blachowicz, C. & Fisher, P., p.1). (*See also academic and content-specific vocabulary*)

E

Edit : to review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning.

Emergent writing : “means that children begin to understand that writing is a form of communication and their marks on paper convey a message” (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

Ethical and legal guidelines for research : guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author’s work, or violating copyright laws are unethical and could result in legal action.

Exclamatory sentence : a type of sentence that expresses strong feelings by making an exclamation.

F

Fiction : imaginative literary works representing invented rather than actual persons, places, or events.

Figurative language : writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

Flashback : scene that interrupts the action of a work to show a previous event.

Fluency : ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity, and prosody allow the reader to build comprehension.

Foreshadowing : use of hints or clues in a narrative to suggest future action.

G

Generalize : to make general or broad statements by inferring from text details.

Genre : a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all examples of literary genres.

Grammar : rules of language.

Grapheme : a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic features : pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

H

High frequency Irregular words : words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High frequency words : a small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Homographs : words that are spelled alike but have different sounds and meanings (e.g., bow used with an arrow vs. bow of a ship).

Homonyms : words that sound the same but have different spellings and meanings (e.g., bear, bare).

Hyperbole : obvious and deliberate exaggeration; an extravagant statement.

I

Idiom : an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

Imagery : multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses.

Imperative sentence : a sentence that gives a command, makes a request, or expresses a wish.

Indent : to set in or back from the margin, as the first line of a paragraph.

Independent reading levels : the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Inference : act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Inferring : making a reasonable assumption about meaning that is not explicitly stated in the text.

Inflectional endings : in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informational : non-fiction books; also referred to as expository text, that contain facts and information.

Interactive texts : multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

Interrogative sentence : the kind of sentence that asks a question and uses a question mark.

Irony : the use of words to express something other than and especially the opposite of the literal meaning.

L

Legend : inscription or title on an object (e.g., a key to symbols used on a map).

Letter-sound correspondences : the matching of an oral sound to its corresponding letter or group of letters.

Lexile : a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

Literal : information directly from the text (e.g., on the line).

Literary nonfiction : text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.

Main idea : the central thought or premise of a reading passage.

Meaning vocabulary : application of one's understanding of word meanings to passage comprehension.

Memoir : type of autobiography that usually focuses on a single time period or historical event.

Metaphor : a direct comparison of two unlike things.

Modified citation style : using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

Mood : atmosphere or predominant emotion in a literary work.

Morpheme : the smallest meaningful unit of the language.

Morphology : the study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Multimodal : multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. “All Writing is Multimodal,” Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

Multimodal content : content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

Multimodal literacy : “the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce.” NCTE Position Statement on Multimodal Literacies.

Multisyllabic : these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

N

Narrative writing : writing that tells a story. This writing is often anecdotal, experiential, and personal—allowing students to express themselves in creative and, quite often, moving ways.

Nonfiction : text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

Nonverbal cues : nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye contact, gestures, and body language. Listeners should study these cues to determine a speaker’s message, argument, and credibility.

Nonverbal texts : In place of words, nonverbal texts may include images, gestures, and movement.

O

Onomatopoeia : use of words that mimic the sounds they describe; imitative harmony.

Onset : all of the sounds in a syllable that come before the first vowel.

Opinion writing : writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.

P

Parallel structure : repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

Paraphrase : to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

Personification : the bestowing of human qualities on animals, ideas, or things.

Persuasion : form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

Phoneme : a speech sound that combines with others in a language system to make words.

Phonemic awareness : the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics : the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

Phonological awareness : one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Picture walk : a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

Plagiarism : using another person or source’s words or ideas without giving credit or obtaining permission.

Plot : sequence of events or actions in a short story, novel, drama, or narrative poem.

Point of view : the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

Prefix : a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as “re” in reprint.

Pre-reading strategies : strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

Primary source : firsthand account of an event or a time period written or created during that time period (examples: *Diary of Anne Frank*, Dorothea Lange’s photographs, newspaper article about Hurricane Katrina).

Print concepts : the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books.

Prior knowledge : refers to schema, the knowledge and experience that readers bring to the text.

Problem/solution : text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Protagonist : central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

Purpose : specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

Q

Quote : in research, to directly copy down the words from a source, set off in quotation marks.

R

R-controlled vowels : the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

Rate : the speed at which a person reads.

Recursive : moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

Reenact : to act out the events of a text.

Retell : recall the content of what was read or heard.

Revise : the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be confused with edit.

Rhetorical device : technique used by writers to persuade an audience. (e.g. alliteration, hyperbole, metaphor, etc.)

Rhyme : words that have the same ending sound.

Rime : a vowel plus the consonants that follow in a syllable; (e.g., -ame, -ick, -out).

Root : a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Schema : refers to prior knowledge, the knowledge and experience that readers bring to the text.

Secondary source : an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

Segmenting : separating the individual phonemes, or sounds, of a word into discrete units.

Semantics : the study of meaning in language.

Semantic relationships : associations that exist between the meanings of words.

Sequential structure: text structure in which ideas are grouped on the basis of order or time.

Setting : time and place in which events in a short story, novel, drama, or narrative poem take place.

Shared reading : an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Simile : a combination of two things that are unlike, usually using the words like or as.

Stem : the base form of a word; also called the root word.

Structural analysis : a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style : writer's characteristic manner of employing language.

Suffix : a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

Summarize : reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supporting details : reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

Syllable : a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol : object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms : words which have the same meaning. (e.g. example, instance, occurrence)

Syntax : arrangement of words and order of grammatical elements in a sentence.

Synthesize : creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

T

Text complexity : based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks.

1. Quantitative evaluation: readability measures and other scores of text complexity

2. Qualitative evaluation: levels of meaning, structure, language features, and knowledge demands

3. Matching readers with texts and tasks: reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.7)

Theme : central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Thesis statement : the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

Tone : writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Topic : the subject of the entire paragraph/text selection; tells what the passage is mainly about.

Track print : look and process all the letters in order from left-to-right.

Trait : distinguishing feature, as of a person's character.

V

Verbal cues : words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners should be focusing on these cues as it helps listeners determine a speaker's message, argument, and credibility.

Vocabulary notebook : a teaching strategy used to help students learn new vocabulary.

Voice : distinctive style or manner of expression of an author or of a character.

Vowel digraph : two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Vowel diphthong : a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like the oy sound in *oil*.

W

Word study : the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their meanings.

Word family : group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out).

Word wall : a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

Writing Modes : major types of writing. (Narrative, Opinion, Informational, Argumentation).

Writing process : steps contained in the writing process include prewriting, drafting, revising, editing, and publishing. This process is often recursive.

Standard 2: Reading Foundations

The 44* Phonemes of the English Language

Phoneme		Graphemes**	Examples	Phoneme		Graphemes**	Examples
Consonant Sounds:							
1	/b/	b, bb	big, rubber	14	/t/	t,tt,ed	top,letter,stopped
2	/d/	d,dd,ed	dog, add, filled	15	/v/	v,ve	vet, give
3	/f/	f,ph	fish, phone	16	/w/	w	wet, win, swim
4	/g/	g,gg	go,egg	17	/y/	y,i	yes, onion
5	/h/	h	hot	18	/z/	z,zz,ze,s,se,x	zip, fizz, sneeze, laser,is,was,please,xylophone
6	/j/	j,g,ge,dge	jet,cage,barge,judge	Consonant Digraphs:			
7	/k/	c,k,ck,ch,cc,que	cat,kitten,duck,school,occur, antique	19	/th/ (not voiced)	th	thumb, thin, thing
8	/l/	l,ll	leg, bell	20	/th/ (voiced)	th	this, feather, then
9	/m/	m,mm, mb	mad, hammer, lamb	21	/ng/	ng,n	sing, monkey, sink
10	/n/	n,nn,kn,gn	no,dinner,knee, gnome	22	/sh/	sh,ss,ch,ti,ci	ship, mission, chef, motion, special
11	/p/	p,pp	pie, apple	23	/ch/	ch,tch	chip, match
12	/r/	r,rr,wr	run, marry, write	24	/zh/	ge,s	garage, measure, division
13	/s/	s,se,ss,c,ce,sc	sun,mouse,dress,city,ice, science	25	/wh/ (with breath)	wh	what, when, where, why

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples		
Short Vowel Sounds:			Vowel Diphthongs:				
26	/a/	a, au	hat, laugh	38	/ow/	ow, ou, ou_e	cow, out, mouse, house
27	/e/	e, ea	bed, bread	39	/oy/	oi, oy	coin, toy
28	/i/	i	if	Vowel Sounds Influenced by r:			
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40	/a(r)/	ar	car
30	/u/	u, o	up, ton	41	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
Long Vowel Sounds:			42	/i(r)/	irr, ere, eer	mirror, here, cheer	
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43	/o(r)/	or, ore, oor	for, core, door
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie	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)			
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row				
35	/ū/	u, u_e, ew	human, use, few, chew				
Other Vowel Sounds:							
36	/oo/	oo,u,oul	book, put, could				
37	/ōō/	oo,u,u_e	moon, truth, rule				

Standard 3: Critical Reading and Writing

Genre Guidance

The following provides a broad index of appropriate genres. 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 and Writing: Reading Strand - *Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.*

By end of third grade , students will have read grade-level appropriate texts in following:	By end of fifth grade , students will have read grade-level appropriate texts in following:	By end of eighth grade , students will have read grade-level appropriate texts in following:	By end of English IV , students will have read grade-level appropriate texts in following:
informational text	informational text	informational text	informational text
fiction	fiction	fiction	fiction
nonfiction	nonfiction	nonfiction	nonfiction
poetry	poetry	poetry	poetry
drama	drama	drama	drama
nursery rhyme	fable	fable	<i>Plus increasingly complex application of previous grades</i>
fable	legend	legend	
folk, fairy, and tall tale	fairy tale	fairy tale	
autobiography and biography	myth	myth	
	autobiography and biography	autobiography and biography	
	<i>Plus increasingly complex application of previous grades</i>	<i>Plus increasingly complex application of previous grades</i>	

Standard 3: Critical Reading and Writing

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related 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.

Qualitative measures

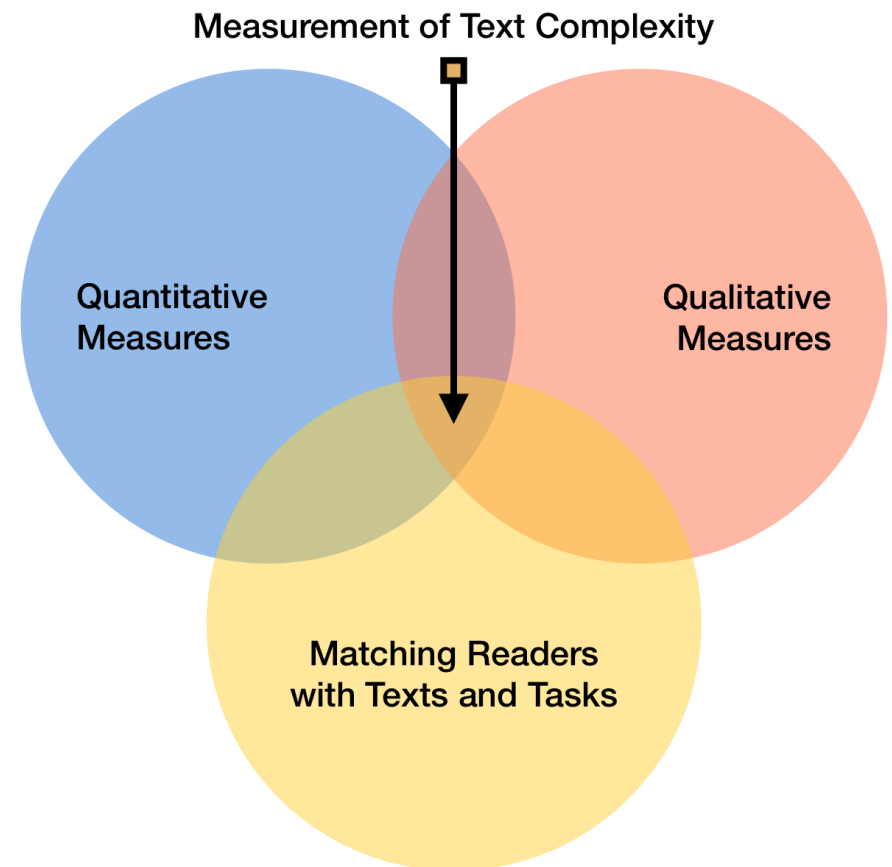
Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research-based rubric.

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

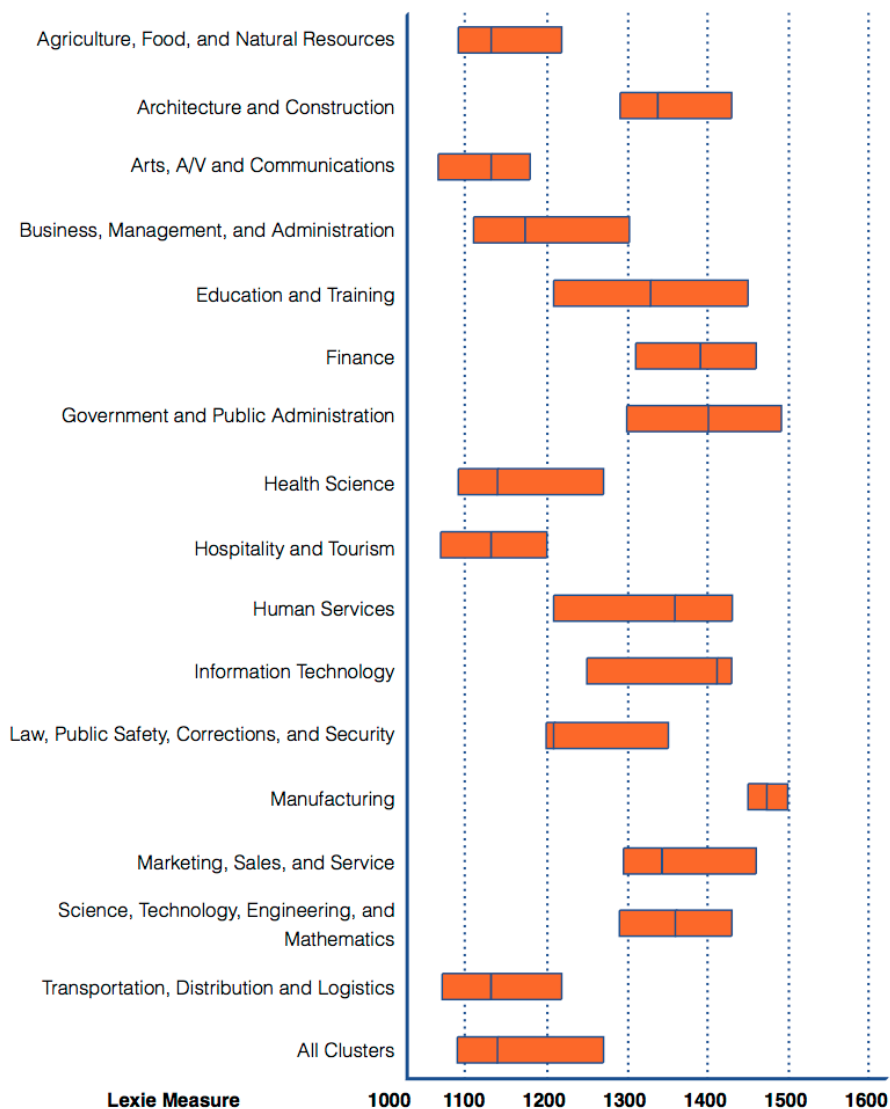
According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, "text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts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



Standard 3: Critical Reading and Writing

College- and Career-Readiness Reading Range

**National Career Clusters® Framework
Text Complexity for 16 Career Clusters**



Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Grammar Companion

Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a particular person, place, or thing. These will always be capitalized.

Ex: Mr. Smith, Riverdale Elementary, American

- Common noun - refers to a general group of persons, places, things, or ideas.

Ex: teacher, school, citizen

- Concrete noun - these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or smelled.

Ex: apple, ball, telephone

- Abstract noun - represents a feeling, idea, or quality. These cannot be sensed by your five senses.

Ex: hope, love, peace, hatred

- Collective noun - refers to things or people as a unit.

Ex: team, family, class

Pronoun - a word that takes the place of a noun.

- Personal pronoun - refers to who is speaking, being spoken to, or spoken about.

	Personal Pronouns	
	Singular	Plural
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

- Possessive pronoun - a word that shows possession and defines who owns a particular object.

	Possessive Pronouns	
	Singular	Plural
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

- Reflexive pronoun - a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

Ex: myself, herself, himself, itself, ourselves, themselves

- Demonstrative pronoun - **this, that, these, those**. Points out a person, place, thing, or idea.

Ex: This is my book. Those are my shoes. These are mine.

- Interrogative pronoun - **what, which, who, whom, whose**. Used at the beginning of a question.

- Antecedent - the noun the pronoun replaces.

Ex: **Joann** placed **her** coat in the closet. **Joann** is the antecedent for **her**.

Verb - a word that expresses action or state of being.

- Action verb - a verb that expresses physical or mental action of the subject.

Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- Linking verb - **am, is, are, was, were, be, being, been**. These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.

Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- Helping verb - used with the main verb to tell what happens or what exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much, and which one**.

- Articles- **a, an, the**, are always adjectives.
- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.
- Adjectives tell How Many. Ex: I have attended **four** schools.
- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.
- Adjectives tell Which One. Ex: I live in **the blue** house.
 - Demonstrative Adjectives: **this, that, these, those**. When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

Ex: This is my book. – demonstrative pronoun taking the place of book.

 This book is mine. – demonstrative adjective describing book.
- Adjectives that Compare - these are usually formed by adding **-er, -ier, -est, -iest**. Ex: **larger** hat, **angrier** than you, **biggest** car.
- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to what extent**. Common adverbs end in **-ly**.

- Adverbs tell **How**.

Ex: The dolphin floated **gracefully** in the water.

John finished the race **strong**.

- Adverbs tell **When**.

Ex: Lisa will go **first**.

Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.

Ex: Turn **left** at the stoplight.

The dogs are **outside**.

- Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very**.

Ex: It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.

- One-word Prepositions - consists of one word

Examples in sentences: The deer ran across the road. We stopped at the store down the street.

Common One-word Prepositions

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
Example in a sentence: Water flowed in front of the rocks.

Common Phrasal Prepositions

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet** - connect equal parts of a sentence.

Ex: I like to read **and** watch TV.

We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

Common Subordinating Conjunctions

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither...nor, either...or, not only...but also**

Ex: **Not only** do I like football, **but** I **also** like baseball.

Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.

Ex: wow, yes, well, please, yuck

Parts of the Sentence

Subject

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. It is what or whom the sentence is about.

Ex: The young **man** built the family a the new house.

The simple subject is the subject and any modifiers.

Ex. **The young man** built the family a new house.

Predicate

The predicate of a sentence expresses the action or being within the sentence.

Ex: The young man **built** the family a new house.

The simple predicate contains the verb and words that modify the verb.

Ex: The young man **built the family a new house.**

Direct Object

The direct object receives the action of the sentence. It is usually a noun or pronoun.

Ex: The young man built the family a new **house**.

Indirect Object

The indirect object indicates to whom or for whom the action of the sentence is being done.

Ex: The young man built the **family** a new house.

Subject Complement

A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

Phrases - groups of words that do not contain both a subject and a verb.

Prepositional Phrase -made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)
- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial

- **Infinitive Phrase - the word “to” plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns**

Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

Her plan **to become a millionaire** fell through when the stock market crashed. (adjective describing plan)

John went to college **to study engineering**. (adverb describing why he went)

- **Participial Phrase - a verb form functioning as an adjective.**

Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

- **Gerund Phrase - an –ing verb form functioning as a noun.**

Ex: **Walking the dog** is not my favorite task. (subject)

Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.

Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

Clauses

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose**.

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

Subordinating conjunctions to show time: **after, before, when, while, as, whenever, since, until, as soon as, as long as, once**

Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**

Subordinating conjunctions to show condition: **if, unless, whether, providing**

Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples:

Time: **After the family spent the day at the zoo**, they were very tired.

Cause and Effect: The family was very tired **since they spent the day at the zoo**.

Condition: **Unless you plan your trip to the zoo carefully**, you won't be able to see all the animals in one day.

Contrast: The family visited the park, **although they really wanted to spend the day at the zoo**.

Noun Clauses - dependent clauses that function as the subject, object, or compliment of a sentence.

They begin with subordinating conjunctions.

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

- Whatever you want for dinner** is fine with me. (subject)
- John will make **whatever you want for dinner**. (direct object)
- I have dinner ready for **whoever wants to eat**. (object of the preposition)

Verb Tense

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense
- The Present Tense
- The Future Tense

Examples of Tenses

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)
- I walk to work. (The verb *walk* is in the **present tense**.)
- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)
- I am happy. (The verb *am* is in the **present tense**.)
- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense:** laughed, was/were laughing, had laughed, had been laughing
- **Present Tense:** laugh, am/is/are laughing, has/have laughed, has/have been laughing
- **Future Tense:** will laugh, will be laughing, will have laughed, will have been laughing

The Full List of Tenses

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	Example
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	Example
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

Sentence Structure

1. Simple - a simple sentence contains one independent clause.

Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

Types of Sentences

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

Ex: Is it snowing? Have you had breakfast?

Standard 1: Speaking and Listening

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

Reading

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

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

Writing

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

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

Standard 2: Reading and Writing Process

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

Reading Students will read and comprehend increasingly complex literary and informational texts.	Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.
10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	10.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.	10.2.W.2 Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.
	10.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.
	10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.
	10.2.W.5 Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

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

Writing

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

10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect author's stylistic and organizational choices in grade-level literary and informational genres.

10.3.W.1 **NARRATIVE**

Students will write narratives embedded in other modes as appropriate.

10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

10.3.W.2 **INFORMATIVE - Grade Level Focus**

Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (*e.g., specific facts, examples, details, data*) and maintaining an organized structure and a formal style.

10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:

- character development
- theme
- conflict (*i.e., internal and external*)
- archetypes

10.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:

- figurative language
- imagery
- tone
- symbolism
- irony

10.3.W.4 **ARGUMENT - Grade Level Focus**
Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.

10.3.R.5 Students will distinguish among different kinds of evidence (*e.g., logical, empirical, anecdotal*) used to support conclusions and arguments in texts.

10.3.W.5 Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.

10.3.R.6 Students will comparatively analyze the structures of texts (*e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence*) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.

10.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.

10.3.R.7 Students will make connections (*e.g., thematic links, literary analysis*) between and across multiple texts and provide textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.

10.4.R.2 Students will use word parts (e.g., *affixes, Greek and Latin roots, stems*) to define and determine the meaning of increasingly complex words.

10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.

10.4.R.5 Students will use a dictionary, glossary, or a thesaurus (*print and/or electronic*) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Standard 5: Language

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

Reading

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

10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

10.5.W.1 Students will write using correct mechanics.

10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.

10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

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

Reading

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

10.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.

10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

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

10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

10.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.

10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

10.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

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

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

10.7.R.2 Students will analyze the impact of selected media and formats on meaning.

Writing

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

10.7.W.1 Students will critique the sources of multimodal content.

10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

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

Reading

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

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

Writing

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

10.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or draw and justify appropriate conclusions.

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT **ENGLISH LANGUAGE ARTS**

2016-2017 **GRADE 10**

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF MC ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
27-33%	16-20	STANDARD 2: READING AND WRITING PROCESS Students will use a variety of recursive reading and writing processes.
28-33%	17-20	STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing.
13-17%	8-10	STANDARD 4: VOCABULARY Students will expand their working vocabularies to effectively communicate and understand texts.
13-17%	8-10	STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing.
13-17%	8-10	STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge.
15% OF OVERALL SCORE	1 PROMPT 11 POINTS	WRITING SECTION Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
	61 ITEMS** 73 POINTS	TOTAL

**58 Multiple-Choice Items, 2 Evidence-Based Select Response Items, 1 Writing Prompt

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard. Please note this blueprint does not include items that may be field-tested. A minimum of 6 items is required to report a standard.



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS 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.

OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS

The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. 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 addresses the integrated nature of English language arts and 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.

Standard 1: Speaking and Listening

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

Standard 2: Reading Foundations/Reading Process and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

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

Standard 6: Research

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

Standard 7: Multimodal Literacies

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

Standard 8: Independent Reading and Writing

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

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH

Well-recognized guiding research in language arts upholds Oklahoma’s Eight CCR 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 Process.

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 for 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

The 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).

Further Support

A large body of research has been consulted for each of Oklahoma’s Eight College- and Career- Ready Standards; these sources are provided in a complete bibliography which can be accessed on the Oklahoma Department of Education’s English Language Arts Standards webpage.

OKLAHOMA ENGLISH LANGUAGE ARTS EIGHT OVERARCHING STANDARDS IN READING AND WRITING

Academic standards establish objective performance criteria. They are used as guides for developing 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.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended 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.

ENGLISH LANGUAGE ARTS COLLEGE- AND CAREER- STANDARDS

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

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

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

Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

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

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

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

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

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

Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

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

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

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

Writing

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

Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

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

Reading

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

Writing

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

Navigating the Vertical Alignment

Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

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

5th Grade

6th Grade

7th Grade

Reading

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

5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

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

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

6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

6.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

Writing

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

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

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

6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

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

7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Recursive Reading and Writing Strands

with Guiding Principles

Vertical Grade-level Progressions

Standard Objectives

delineated for each grade and vertically aligned

Standard Code

Grade . Standard Number . Strand . Objective

Oklahoma Academic Standards for English Language Arts | 15

Oklahoma Academic Standards for English Language Arts

INSTRUCTIONAL DESIGN

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing.

Every standard includes a reading and writing strand with standard objectives delineated by grade-level.

Reading instruction supports the development and refinement of writing skills.

Writing instruction supports the development and refinement of reading skills.

READ

WRITE

RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

The Eight English Language Arts Standards

Standard 1: Speaking and Listening

Standard 2: Reading and Writing Process

Standard 3: Critical Reading and Writing

Standard 4: Vocabulary

Standard 5: Language

Standard 6: Research

Standard 7: Multimodal Literacies

Standard 8: Independent Reading and Writing

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 11th Grade, English III

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 11th Grade, English III

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 11th Grade, English III

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



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



Glossary

A

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

Abbreviation : a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and lb. for pound.

Active listening : the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Affix : a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

Alliteration : the repetition of the same initial consonant sound of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Allusion : a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Analogy : a comparison of the similar aspects of two different things.

Annotation : a critical or explanatory note or body of notes added to a text.

Antagonist : the adversary of the hero or protagonist of a drama or other literary work.

Antonyms : words which have opposite meanings (e.g., hot and cold).

Appropriate technology : technology that students can use independently or with minimal scaffolding.

Archetype : a symbol, plot pattern, character type, or theme that recurs in many different cultures.

Argument essay : a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

Argumentation : writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

Audience : writer's targeted reader or readers.

Author's craft : specific techniques that an author chooses to relay an intended message.

Automaticity : reading without conscious effort or attention to decoding.

B

Base : a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

Blending : the task of combining sounds rapidly to accurately represent the word.

C

Cause & effect : text structure that notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).

Citing sources : a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

Claim : an assertion of the truth of something.

Close reading : a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

- 1. Code Breaker:** understanding the text at the surface level (i.e., alphabetic, structural)
- 2. Meaning maker:** comprehending the text at the level intended by the author
- 3. Text user:** analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written
- 4. Text critic:** understanding that the text is not neutral and that existing biases inform calls to action.

Closed syllable : a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

Coherence : continuity of meaning that enables others to make sense of a text.

Collaborative discussions : discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

Compare : find similarities between two or more texts or text elements.

Comparison : text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

Compound word : a word made by putting two or more words together (e.g., cowboy).

Comprehension : understanding what one is reading, the ultimate goal of all reading activity.

Conflict : struggle or clash between opposing characters, forces, or emotions.

Connotation : a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

Consonant blend : two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant digraph : two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Consonant trigraph : a combination of three letters used to represent a single speech sound or phoneme. (e.g./tch/)

Content-specific : vocabulary that includes technical words related to specific academic disciplines. *(See also academic and domain-specific vocabulary)*

Context : the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context clue : the information from the textual setting that helps identify a word or word group.

Contraction : a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

Conventional writing : expressing thoughts and ideas with agreed upon symbols, like the alphabet.

Counterclaim : a claim made to rebut a previous claim.

D

Declarative sentence : the kind of sentence that makes a statement or “declares” something.

Decode : translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Denotation : the literal or dictionary meaning of a word.

Description : text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail : piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author’s main point.

Diction : the choice and use of words by a speaker or a writer.

Digital media : media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

Domain-specific vocabulary : “relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science” (Blachowicz, C. & Fisher, P., p.1). (*See also academic and content-specific vocabulary*)

E

Edit : to review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning.

Emergent writing : “means that children begin to understand that writing is a form of communication and their marks on paper convey a message” (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

Ethical and legal guidelines for research : guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author’s work, or violating copyright laws are unethical and could result in legal action.

Exclamatory sentence : a type of sentence that expresses strong feelings by making an exclamation.

F

Fiction : imaginative literary works representing invented rather than actual persons, places, or events.

Figurative language : writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

Flashback : scene that interrupts the action of a work to show a previous event.

Fluency : ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity, and prosody allow the reader to build comprehension.

Foreshadowing : use of hints or clues in a narrative to suggest future action.

G

Generalize : to make general or broad statements by inferring from text details.

Genre : a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all examples of literary genres.

Grammar : rules of language.

Grapheme : a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic features : pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

H

High frequency Irregular words : words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High frequency words : a small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Homographs : words that are spelled alike but have different sounds and meanings (e.g., bow used with an arrow vs. bow of a ship).

Homonyms : words that sound the same but have different spellings and meanings (e.g., bear, bare).

Hyperbole : obvious and deliberate exaggeration; an extravagant statement.

I

Idiom : an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

Imagery : multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses.

Imperative sentence : a sentence that gives a command, makes a request, or expresses a wish.

Indent : to set in or back from the margin, as the first line of a paragraph.

Independent reading levels : the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Inference : act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Inferring : making a reasonable assumption about meaning that is not explicitly stated in the text.

Inflectional endings : in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informational : non-fiction books; also referred to as expository text, that contain facts and information.

Interactive texts : multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

Interrogative sentence : the kind of sentence that asks a question and uses a question mark.

Irony : the use of words to express something other than and especially the opposite of the literal meaning.

L

Legend : inscription or title on an object (e.g., a key to symbols used on a map).

Letter-sound correspondences : the matching of an oral sound to its corresponding letter or group of letters.

Lexile : a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

Literal : information directly from the text (e.g., on the line).

Literary nonfiction : text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.

Main idea : the central thought or premise of a reading passage.

Meaning vocabulary : application of one's understanding of word meanings to passage comprehension.

Memoir : type of autobiography that usually focuses on a single time period or historical event.

Metaphor : a direct comparison of two unlike things.

Modified citation style : using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

Mood : atmosphere or predominant emotion in a literary work.

Morpheme : the smallest meaningful unit of the language.

Morphology : the study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Multimodal : multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. “All Writing is Multimodal,” Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

Multimodal content : content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

Multimodal literacy : “the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce.” NCTE Position Statement on Multimodal Literacies.

Multisyllabic : these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

N

Narrative writing : writing that tells a story. This writing is often anecdotal, experiential, and personal—allowing students to express themselves in creative and, quite often, moving ways.

Nonfiction : text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

Nonverbal cues : nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye contact, gestures, and body language. Listeners should study these cues to determine a speaker’s message, argument, and credibility.

Nonverbal texts : In place of words, nonverbal texts may include images, gestures, and movement.

O

Onomatopoeia : use of words that mimic the sounds they describe; imitative harmony.

Onset : all of the sounds in a syllable that come before the first vowel.

Opinion writing : writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.

P

Parallel structure : repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

Paraphrase : to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

Personification : the bestowing of human qualities on animals, ideas, or things.

Persuasion : form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

Phoneme : a speech sound that combines with others in a language system to make words.

Phonemic awareness : the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics : the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

Phonological awareness : one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Picture walk : a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

Plagiarism : using another person or source’s words or ideas without giving credit or obtaining permission.

Plot : sequence of events or actions in a short story, novel, drama, or narrative poem.

Point of view : the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

Prefix : a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as “re” in reprint.

Pre-reading strategies : strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

Primary source : firsthand account of an event or a time period written or created during that time period (examples: *Diary of Anne Frank*, Dorothea Lange’s photographs, newspaper article about Hurricane Katrina).

Print concepts : the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books.

Prior knowledge : refers to schema, the knowledge and experience that readers bring to the text.

Problem/solution : text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Protagonist : central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

Purpose : specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

Q

Quote : in research, to directly copy down the words from a source, set off in quotation marks.

R

R-controlled vowels : the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

Rate : the speed at which a person reads.

Recursive : moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

Reenact : to act out the events of a text.

Retell : recall the content of what was read or heard.

Revise : the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be confused with edit.

Rhetorical device : technique used by writers to persuade an audience. (e.g. alliteration, hyperbole, metaphor, etc.)

Rhyme : words that have the same ending sound.

Rime : a vowel plus the consonants that follow in a syllable; (e.g., -ame, -ick, -out).

Root : a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Schema : refers to prior knowledge, the knowledge and experience that readers bring to the text.

Secondary source : an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

Segmenting : separating the individual phonemes, or sounds, of a word into discrete units.

Semantics : the study of meaning in language.

Semantic relationships : associations that exist between the meanings of words.

Sequential structure: text structure in which ideas are grouped on the basis of order or time.

Setting : time and place in which events in a short story, novel, drama, or narrative poem take place.

Shared reading : an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Simile : a combination of two things that are unlike, usually using the words like or as.

Stem : the base form of a word; also called the root word.

Structural analysis : a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style : writer's characteristic manner of employing language.

Suffix : a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

Summarize : reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supporting details : reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

Syllable : a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol : object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms : words which have the same meaning. (e.g. example, instance, occurrence)

Syntax : arrangement of words and order of grammatical elements in a sentence.

Synthesize : creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

T

Text complexity : based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks.

1. Quantitative evaluation: readability measures and other scores of text complexity

2. Qualitative evaluation: levels of meaning, structure, language features, and knowledge demands

3. Matching readers with texts and tasks: reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.7)

Theme : central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Thesis statement : the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

Tone : writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Topic : the subject of the entire paragraph/text selection; tells what the passage is mainly about.

Track print : look and process all the letters in order from left-to-right.

Trait : distinguishing feature, as of a person's character.

V

Verbal cues : words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners should be focusing on these cues as it helps listeners determine a speaker's message, argument, and credibility.

Vocabulary notebook : a teaching strategy used to help students learn new vocabulary.

Voice : distinctive style or manner of expression of an author or of a character.

Vowel digraph : two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Vowel diphthong : a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like the oy sound in *oil*.

W

Word study : the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their meanings.

Word family : group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out).

Word wall : a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

Writing Modes : major types of writing. (Narrative, Opinion, Informational, Argumentation).

Writing process : steps contained in the writing process include prewriting, drafting, revising, editing, and publishing. This process is often recursive.

Standard 2: Reading Foundations

The 44* Phonemes of the English Language

Phoneme		Graphemes**		Examples		Phoneme		Graphemes**		Examples	
Consonant Sounds:											
1	/b/	b, bb	big, rubber	14	/t/	t,tt,ed	top,letter,stopped				
2	/d/	d,dd,ed	dog, add, filled	15	/v/	v,ve	vet, give				
3	/f/	f,ph	fish, phone	16	/w/	w	wet, win, swim				
4	/g/	g,gg	go,egg	17	/y/	y,i	yes, onion				
5	/h/	h	hot	18	/z/	z,zz,ze,s,se,x	zip, fizz, sneeze, laser,is,was,please,xylophone				
6	/j/	j,g,ge,dge	jet,cage,barge,judge	Consonant Digraphs:							
7	/k/	c,k,ck,ch,cc,que	cat,kitten,duck,school,occur, antique	19	/th/ (not voiced)	th	thumb, thin, thing				
8	/l/	l,ll	leg, bell	20	/th/ (voiced)	th	this, feather, then				
9	/m/	m,mm, mb	mad, hammer, lamb	21	/ng/	ng,n	sing, monkey, sink				
10	/n/	n,nn,kn,gn	no,dinner,knee, gnome	22	/sh/	sh,ss,ch,ti,ci	ship, mission, chef, motion, special				
11	/p/	p,pp	pie, apple	23	/ch/	ch,tch	chip, match				
12	/r/	r,rr,wr	run, marry, write	24	/zh/	ge,s	garage, measure, division				
13	/s/	s,se,ss,c,ce,sc	sun,mouse,dress,city,ice, science	25	/wh/ (with breath)	wh	what, when, where, why				

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples		
Short Vowel Sounds:			Vowel Diphthongs:				
26	/a/	a, au	hat, laugh	38	/ow/	ow, ou, ou_e	cow, out, mouse, house
27	/e/	e, ea	bed, bread	39	/oy/	oi, oy	coin, toy
28	/i/	i	if	Vowel Sounds Influenced by r:			
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40	/a(r)/	ar	car
30	/u/	u, o	up, ton	41	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
Long Vowel Sounds:				42	/i(r)/	irr, ere, eer	mirror, here, cheer
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43	/o(r)/	or, ore, oor	for, core, door
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie	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)			
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row				
35	/ū/	u, u_e, ew	human, use, few, chew				
Other Vowel Sounds:							
36	/oo/	oo,u,oul	book, put, could				
37	/ōō/	oo,u,u_e	moon, truth, rule				

Standard 3: Critical Reading and Writing

Genre Guidance

The following provides a broad index of appropriate genres. 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 and Writing: Reading Strand - *Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.*

By end of third grade , students will have read grade-level appropriate texts in following:	By end of fifth grade , students will have read grade-level appropriate texts in following:	By end of eighth grade , students will have read grade-level appropriate texts in following:	By end of English IV , students will have read grade-level appropriate texts in following:
informational text	informational text	informational text	informational text
fiction	fiction	fiction	fiction
nonfiction	nonfiction	nonfiction	nonfiction
poetry	poetry	poetry	poetry
drama	drama	drama	drama
nursery rhyme	fable	fable	<i>Plus increasingly complex application of previous grades</i>
fable	legend	legend	
folk, fairy, and tall tale	fairy tale	fairy tale	
autobiography and biography	myth	myth	
	autobiography and biography	autobiography and biography	
	<i>Plus increasingly complex application of previous grades</i>	<i>Plus increasingly complex application of previous grades</i>	

Standard 3: Critical Reading and Writing

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related 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.

Qualitative measures

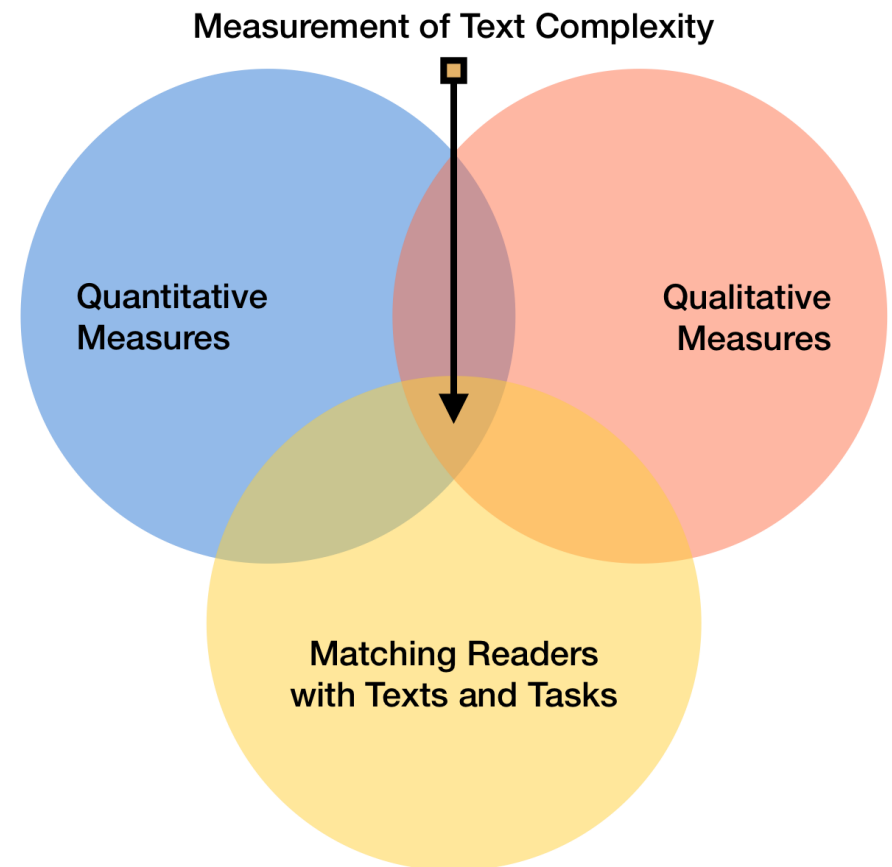
Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research-based rubric.

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

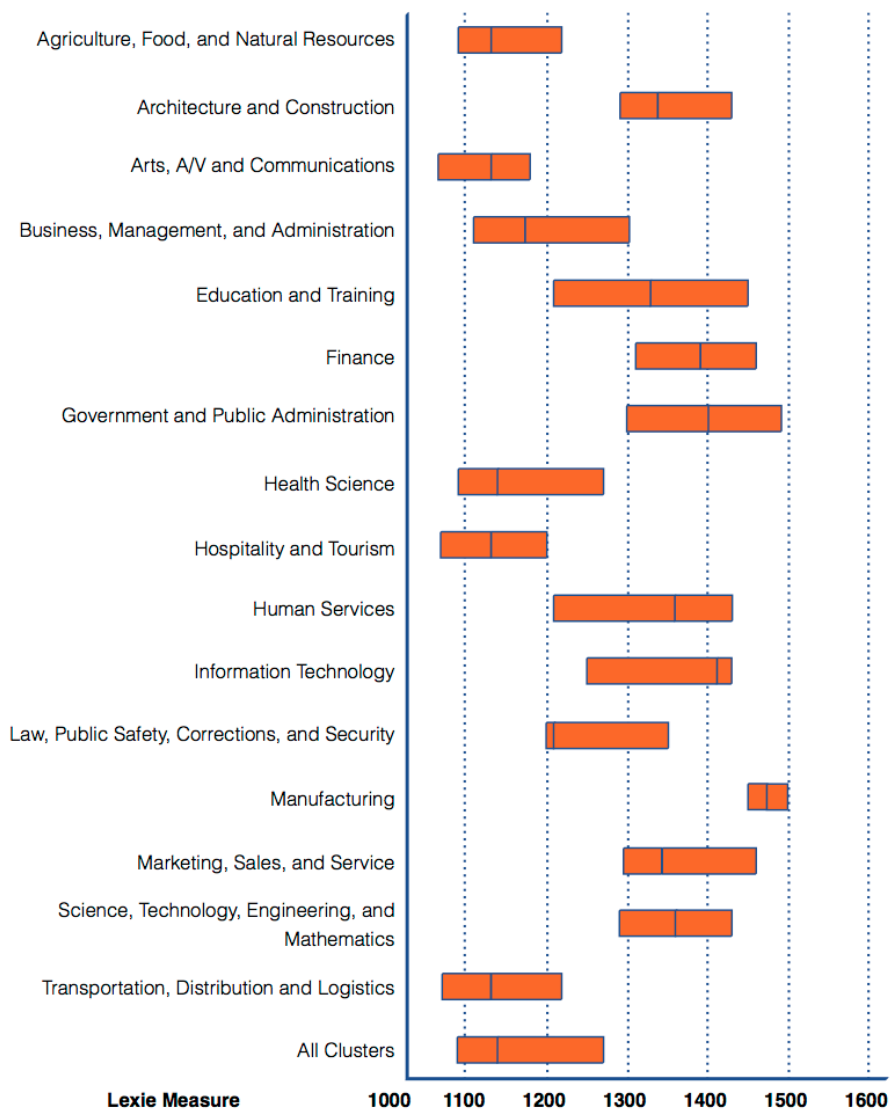
According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, "text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts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



Standard 3: Critical Reading and Writing

College- and Career-Readiness Reading Range

**National Career Clusters® Framework
Text Complexity for 16 Career Clusters**



Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Grammar Companion

Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a particular person, place, or thing. These will always be capitalized.

Ex: Mr. Smith, Riverdale Elementary, American

- Common noun - refers to a general group of persons, places, things, or ideas.

Ex: teacher, school, citizen

- Concrete noun - these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or smelled.

Ex: apple, ball, telephone

- Abstract noun - represents a feeling, idea, or quality. These cannot be sensed by your five senses.

Ex: hope, love, peace, hatred

- Collective noun - refers to things or people as a unit.

Ex: team, family, class

Pronoun - a word that takes the place of a noun.

- Personal pronoun - refers to who is speaking, being spoken to, or spoken about.

	Personal Pronouns	
	Singular	Plural
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

- Possessive pronoun - a word that shows possession and defines who owns a particular object.

	Possessive Pronouns	
	Singular	Plural
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

- Reflexive pronoun - a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

Ex: myself, herself, himself, itself, ourselves, themselves

- Demonstrative pronoun - **this, that, these, those**. Points out a person, place, thing, or idea.

Ex: This is my book. Those are my shoes. These are mine.

- Interrogative pronoun - **what, which, who, whom, whose**. Used at the beginning of a question.

- Antecedent - the noun the pronoun replaces.

Ex: **Joann** placed **her** coat in the closet. **Joann** is the antecedent for **her**.

Verb - a word that expresses action or state of being.

- Action verb - a verb that expresses physical or mental action of the subject.

Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- Linking verb - **am, is, are, was, were, be, being, been**. These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.

Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- Helping verb - used with the main verb to tell what happens or what exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much, and which one**.

- Articles- **a, an, the**, are always adjectives.
- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.
- Adjectives tell How Many. Ex: I have attended **four** schools.
- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.
- Adjectives tell Which One. Ex: I live in **the blue** house.
 - Demonstrative Adjectives: **this, that, these, those**. When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

Ex: This is my book. – demonstrative pronoun taking the place of book.

 This book is mine. – demonstrative adjective describing book.
- Adjectives that Compare - these are usually formed by adding **-er, -ier, -est, -iest**. Ex: **larger** hat, **angrier** than you, **biggest** car.
- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to what extent**. Common adverbs end in **-ly**.

- Adverbs tell **How**.

Ex: The dolphin floated **gracefully** in the water.

John finished the race **strong**.

- Adverbs tell **When**.

Ex: Lisa will go **first**.

Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.

Ex: Turn **left** at the stoplight.

The dogs are **outside**.

- Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very**.

Ex: It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.

- One-word Prepositions - consists of one word

Examples in sentences: The deer ran across the road. We stopped at the store down the street.

Common One-word Prepositions

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
Example in a sentence: Water flowed in front of the rocks.

Common Phrasal Prepositions

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet** - connect equal parts of a sentence.

Ex: I like to read **and** watch TV.

We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

Common Subordinating Conjunctions

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither...nor, either...or, not only...but also**

Ex: **Not only** do I like football, **but** I **also** like baseball.

Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.

Ex: wow, yes, well, please, yuck

Parts of the Sentence

Subject

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. It is what or whom the sentence is about.

Ex: The young **man** built the family a the new house.

The simple subject is the subject and any modifiers.

Ex. **The young man** built the family a new house.

Predicate

The predicate of a sentence expresses the action or being within the sentence.

Ex: The young man **built** the family a new house.

The simple predicate contains the verb and words that modify the verb.

Ex: The young man **built the family a new house.**

Direct Object

The direct object receives the action of the sentence. It is usually a noun or pronoun.

Ex: The young man built the family a new **house**.

Indirect Object

The indirect object indicates to whom or for whom the action of the sentence is being done.

Ex: The young man built the **family** a new house.

Subject Complement

A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

Phrases - groups of words that do not contain both a subject and a verb.

Prepositional Phrase -made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)
- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial

- **Infinitive Phrase - the word “to” plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns**

Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

Her plan **to become a millionaire** fell through when the stock market crashed. (adjective describing plan)

John went to college **to study engineering**. (adverb describing why he went)

- **Participial Phrase - a verb form functioning as an adjective.**

Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

- **Gerund Phrase - an –ing verb form functioning as a noun.**

Ex: **Walking the dog** is not my favorite task. (subject)

Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.

Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

Clauses

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose**.

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

Subordinating conjunctions to show time: **after, before, when, while, as, whenever, since, until, as soon as, as long as, once**

Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**

Subordinating conjunctions to show condition: **if, unless, whether, providing**

Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples:

Time: **After the family spent the day at the zoo**, they were very tired.

Cause and Effect: The family was very tired **since they spent the day at the zoo**.

Condition: **Unless you plan your trip to the zoo carefully**, you won't be able to see all the animals in one day.

Contrast: The family visited the park, **although they really wanted to spend the day at the zoo**.

Noun Clauses - dependent clauses that function as the subject, object, or compliment of a sentence.

They begin with subordinating conjunctions.

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

- Whatever you want for dinner** is fine with me. (subject)
- John will make **whatever you want for dinner**. (direct object)
- I have dinner ready for **whoever wants to eat**. (object of the preposition)

Verb Tense

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense
- The Present Tense
- The Future Tense

Examples of Tenses

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)
- I walk to work. (The verb *walk* is in the **present tense**.)
- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)
- I am happy. (The verb *am* is in the **present tense**.)
- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense:** laughed, was/were laughing, had laughed, had been laughing
- **Present Tense:** laugh, am/is/are laughing, has/have laughed, has/have been laughing
- **Future Tense:** will laugh, will be laughing, will have laughed, will have been laughing

The Full List of Tenses

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	Example
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	Example
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

Sentence Structure

1. Simple - a simple sentence contains one independent clause.

Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

Types of Sentences

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

Ex: Is it snowing? Have you had breakfast?

Standard 1: Speaking and Listening

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

Reading	Writing
Students will develop and apply effective communication skills through speaking and active listening.	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
11.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	11.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	11.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	

Standard 2: Reading and Writing Process

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

Reading

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

11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

11.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

Writing

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

11.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

11.2.W.2 Students will plan (e.g., *outline*) and prewrite a first draft as necessary.

11.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., *description, compare/contrast, sequential, problem/solution, cause/effect, etc.*) and building on ideas in multi-paragraph essays.

11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

11.2.W.5 Students will use resources to find correct spellings of words (e.g., *word wall, vocabulary notebook, print and electronic dictionaries, and spell-check*).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading	Writing
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.
11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	11.3.W.1 NARRATIVE Students will write narratives embedded in other modes as appropriate.
11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	11.3.W.2 INFORMATIVE Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) and maintaining an organized structure and a formal style.
11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: <ul style="list-style-type: none"> • theme • archetypes 	11.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).
11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: <ul style="list-style-type: none"> • imagery • tone • symbolism • irony 	11.3.W.4 ARGUMENT Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.

11.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

11.3.R.6 Students will comparatively analyze the structures of texts (e.g., *compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence*) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.

11.3.R.7 Students will make connections (e.g., *thematic links, literary analysis, authors' style*) between and across multiple texts and provide textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

- 11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
- 11.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
- 11.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
- 11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.
- 11.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

- 11.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
- 11.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

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

Reading

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

11.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

- 11.5.W.1 Students will write using correct mechanics.
- 11.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.
- 11.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

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

Reading

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

Writing

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

11.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

11.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., *time for research, reflection, and revision*) and for shorter timeframes (e.g., *a single sitting or a day or two*).

11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., *print and digital*), following ethical and legal citation guidelines.

11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.

11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

11.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., *MLA, APA, etc.*) and avoiding plagiarism.

11.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

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

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

11.7.R.1 Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings.

11.7.W.1 Students will design and develop multimodal content for a variety of purposes.

11.7.R.2 Students will analyze the impact of selected media and formats on meaning.

11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

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

Reading

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

Writing

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

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

11.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, and/or be able to apply new understandings in an original way.

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS 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.

OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS

The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. 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 addresses the integrated nature of English language arts and 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.

Standard 1: Speaking and Listening

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

Standard 2: Reading Foundations/Reading Process and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Standard 5: Language

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

Standard 6: Research

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

Standard 7: Multimodal Literacies

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

Standard 8: Independent Reading and Writing

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

OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH

Well-recognized guiding research in language arts upholds Oklahoma’s Eight CCR 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 Process.

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 for 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

The 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).

Further Support

A large body of research has been consulted for each of Oklahoma’s Eight College- and Career- Ready Standards; these sources are provided in a complete bibliography which can be accessed on the Oklahoma Department of Education’s English Language Arts Standards webpage.

OKLAHOMA ENGLISH LANGUAGE ARTS EIGHT OVERARCHING STANDARDS IN READING AND WRITING

Academic standards establish objective performance criteria. They are used as guides for developing 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.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended 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.

ENGLISH LANGUAGE ARTS COLLEGE- AND CAREER- STANDARDS

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

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

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

Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

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

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

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

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

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

Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

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

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

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

Writing

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

Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

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

Reading

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

Writing

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

Navigating the Vertical Alignment

Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

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

5th Grade

6th Grade

7th Grade

Reading

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

5.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

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

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

6.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

6.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

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

Writing

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

5.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

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

6.1.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.

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

7.1.W.1 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Recursive Reading and Writing Strands

with Guiding Principles

Vertical Grade-level Progressions

Standard Objectives

delineated for each grade and vertically aligned

Standard Code

Grade . Standard Number . Strand . Objective

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Oklahoma Academic Standards for English Language Arts

INSTRUCTIONAL DESIGN

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing.

Every standard includes a reading and writing strand with standard objectives delineated by grade-level.

Reading instruction supports the development and refinement of writing skills.

Writing instruction supports the development and refinement of reading skills.



RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

The Eight English Language Arts Standards

Standard 1: Speaking and Listening

Standard 2: Reading and Writing Process

Standard 3: Critical Reading and Writing

Standard 4: Vocabulary

Standard 5: Language

Standard 6: Research

Standard 7: Multimodal Literacies

Standard 8: Independent Reading and Writing

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 12th Grade, English IV

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 12th Grade, English IV

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



OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 12th Grade, English IV

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



Glossary

A

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

Abbreviation : a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and lb. for pound.

Active listening : the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Affix : a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

Alliteration : the repetition of the same initial consonant sound of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

Allusion : a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Analogy : a comparison of the similar aspects of two different things.

Annotation : a critical or explanatory note or body of notes added to a text.

Antagonist : the adversary of the hero or protagonist of a drama or other literary work.

Antonyms : words which have opposite meanings (e.g., hot and cold).

Appropriate technology : technology that students can use independently or with minimal scaffolding.

Archetype : a symbol, plot pattern, character type, or theme that recurs in many different cultures.

Argument essay : a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

Argumentation : writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

Audience : writer's targeted reader or readers.

Author's craft : specific techniques that an author chooses to relay an intended message.

Automaticity : reading without conscious effort or attention to decoding.

B

Base : a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

Blending : the task of combining sounds rapidly to accurately represent the word.

C

Cause & effect : text structure that notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).

Citing sources : a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

Claim : an assertion of the truth of something.

Close reading : a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

1. **Code Breaker**: understanding the text at the surface level (i.e., alphabetic, structural)
2. **Meaning maker**: comprehending the text at the level intended by the author
3. **Text user**: analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written
4. **Text critic**: understanding that the text is not neutral and that existing biases inform calls to action.

Closed syllable : a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

Coherence : continuity of meaning that enables others to make sense of a text.

Collaborative discussions : discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

Compare : find similarities between two or more texts or text elements.

Comparison : text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

Compound word : a word made by putting two or more words together (e.g., cowboy).

Comprehension : understanding what one is reading, the ultimate goal of all reading activity.

Conflict : struggle or clash between opposing characters, forces, or emotions.

Connotation : a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

Consonant blend : two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant digraph : two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Consonant trigraph : a combination of three letters used to represent a single speech sound or phoneme. (e.g./tch/)

Content-specific : vocabulary that includes technical words related to specific academic disciplines. *(See also academic and domain-specific vocabulary)*

Context : the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context clue : the information from the textual setting that helps identify a word or word group.

Contraction : a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

Conventional writing : expressing thoughts and ideas with agreed upon symbols, like the alphabet.

Counterclaim : a claim made to rebut a previous claim.

D

Declarative sentence : the kind of sentence that makes a statement or “declares” something.

Decode : translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Denotation : the literal or dictionary meaning of a word.

Description : text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail : piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author’s main point.

Diction : the choice and use of words by a speaker or a writer.

Digital media : media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

Domain-specific vocabulary : “relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science” (Blachowicz, C. & Fisher, P., p.1). (*See also academic and content-specific vocabulary*)

E

Edit : to review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning.

Emergent writing : “means that children begin to understand that writing is a form of communication and their marks on paper convey a message” (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

Ethical and legal guidelines for research : guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author’s work, or violating copyright laws are unethical and could result in legal action.

Exclamatory sentence : a type of sentence that expresses strong feelings by making an exclamation.

F

Fiction : imaginative literary works representing invented rather than actual persons, places, or events.

Figurative language : writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

Flashback : scene that interrupts the action of a work to show a previous event.

Fluency : ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity, and prosody allow the reader to build comprehension.

Foreshadowing : use of hints or clues in a narrative to suggest future action.

G

Generalize : to make general or broad statements by inferring from text details.

Genre : a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all examples of literary genres.

Grammar : rules of language.

Grapheme : a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic features : pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

H

High frequency Irregular words : words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

High frequency words : a small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Homographs : words that are spelled alike but have different sounds and meanings (e.g., bow used with an arrow vs. bow of a ship).

Homonyms : words that sound the same but have different spellings and meanings (e.g., bear, bare).

Hyperbole : obvious and deliberate exaggeration; an extravagant statement.

I

Idiom : an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

Imagery : multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses.

Imperative sentence : a sentence that gives a command, makes a request, or expresses a wish.

Indent : to set in or back from the margin, as the first line of a paragraph.

Independent reading levels : the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Inference : act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Inferring : making a reasonable assumption about meaning that is not explicitly stated in the text.

Inflectional endings : in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informational : non-fiction books; also referred to as expository text, that contain facts and information.

Interactive texts : multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

Interrogative sentence : the kind of sentence that asks a question and uses a question mark.

Irony : the use of words to express something other than and especially the opposite of the literal meaning.

L

Legend : inscription or title on an object (e.g., a key to symbols used on a map).

Letter-sound correspondences : the matching of an oral sound to its corresponding letter or group of letters.

Lexile : a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

Literal : information directly from the text (e.g., on the line).

Literary nonfiction : text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.

Main idea : the central thought or premise of a reading passage.

Meaning vocabulary : application of one's understanding of word meanings to passage comprehension.

Memoir : type of autobiography that usually focuses on a single time period or historical event.

Metaphor : a direct comparison of two unlike things.

Modified citation style : using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

Mood : atmosphere or predominant emotion in a literary work.

Morpheme : the smallest meaningful unit of the language.

Morphology : the study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Multimodal : multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. “All Writing is Multimodal,” Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

Multimodal content : content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

Multimodal literacy : “the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce.” NCTE Position Statement on Multimodal Literacies.

Multisyllabic : these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

N

Narrative writing : writing that tells a story. This writing is often anecdotal, experiential, and personal—allowing students to express themselves in creative and, quite often, moving ways.

Nonfiction : text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

Nonverbal cues : nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye contact, gestures, and body language. Listeners should study these cues to determine a speaker’s message, argument, and credibility.

Nonverbal texts : In place of words, nonverbal texts may include images, gestures, and movement.

O

Onomatopoeia : use of words that mimic the sounds they describe; imitative harmony.

Onset : all of the sounds in a syllable that come before the first vowel.

Opinion writing : writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.

P

Parallel structure : repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

Paraphrase : to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

Personification : the bestowing of human qualities on animals, ideas, or things.

Persuasion : form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

Phoneme : a speech sound that combines with others in a language system to make words.

Phonemic awareness : the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics : the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

Phonological awareness : one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Picture walk : a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

Plagiarism : using another person or source’s words or ideas without giving credit or obtaining permission.

Plot : sequence of events or actions in a short story, novel, drama, or narrative poem.

Point of view : the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

Prefix : a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as “re” in reprint.

Pre-reading strategies : strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

Primary source : firsthand account of an event or a time period written or created during that time period (examples: *Diary of Anne Frank*, Dorothea Lange’s photographs, newspaper article about Hurricane Katrina).

Print concepts : the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books.

Prior knowledge : refers to schema, the knowledge and experience that readers bring to the text.

Problem/solution : text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Protagonist : central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

Purpose : specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

Q

Quote : in research, to directly copy down the words from a source, set off in quotation marks.

R

R-controlled vowels : the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

Rate : the speed at which a person reads.

Recursive : moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

Reenact : to act out the events of a text.

Retell : recall the content of what was read or heard.

Revise : the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be confused with edit.

Rhetorical device : technique used by writers to persuade an audience. (e.g. alliteration, hyperbole, metaphor, etc.)

Rhyme : words that have the same ending sound.

Rime : a vowel plus the consonants that follow in a syllable; (e.g., -ame, -ick, -out).

Root : a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Schema : refers to prior knowledge, the knowledge and experience that readers bring to the text.

Secondary source : an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

Segmenting : separating the individual phonemes, or sounds, of a word into discrete units.

Semantics : the study of meaning in language.

Semantic relationships : associations that exist between the meanings of words.

Sequential structure: text structure in which ideas are grouped on the basis of order or time.

Setting : time and place in which events in a short story, novel, drama, or narrative poem take place.

Shared reading : an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Simile : a combination of two things that are unlike, usually using the words like or as.

Stem : the base form of a word; also called the root word.

Structural analysis : a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style : writer's characteristic manner of employing language.

Suffix : a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

Summarize : reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supporting details : reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

Syllable : a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol : object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms : words which have the same meaning. (e.g. example, instance, occurrence)

Syntax : arrangement of words and order of grammatical elements in a sentence.

Synthesize : creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

T

Text complexity : based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks.

1. Quantitative evaluation: readability measures and other scores of text complexity

2. Qualitative evaluation: levels of meaning, structure, language features, and knowledge demands

3. Matching readers with texts and tasks: reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.7)

Theme : central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Thesis statement : the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

Tone : writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Topic : the subject of the entire paragraph/text selection; tells what the passage is mainly about.

Track print : look and process all the letters in order from left-to-right.

Trait : distinguishing feature, as of a person's character.

V

Verbal cues : words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners should be focusing on these cues as it helps listeners determine a speaker's message, argument, and credibility.

Vocabulary notebook : a teaching strategy used to help students learn new vocabulary.

Voice : distinctive style or manner of expression of an author or of a character.

Vowel digraph : two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Vowel diphthong : a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like the oy sound in *oil*.

W

Word study : the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their meanings.

Word family : group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out).

Word wall : a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

Writing Modes : major types of writing. (Narrative, Opinion, Informational, Argumentation).

Writing process : steps contained in the writing process include prewriting, drafting, revising, editing, and publishing. This process is often recursive.

Standard 2: Reading Foundations

The 44* Phonemes of the English Language

Phoneme		Graphemes**		Examples		Phoneme		Graphemes**		Examples	
Consonant Sounds:											
1	/b/	b, bb	big, rubber	14	/t/	t,tt,ed	top,letter,stopped				
2	/d/	d,dd,ed	dog, add, filled	15	/v/	v,ve	vet, give				
3	/f/	f,ph	fish, phone	16	/w/	w	wet, win, swim				
4	/g/	g,gg	go,egg	17	/y/	y,i	yes, onion				
5	/h/	h	hot	18	/z/	z,zz,ze,s,se,x	zip, fizz, sneeze, laser,is,was,please,xylophone				
6	/j/	j,g,ge,dge	jet,cage,barge,judge	Consonant Digraphs:							
7	/k/	c,k,ck,ch,cc,que	cat,kitten,duck,school,occur, antique	19	/th/ (not voiced)	th	thumb, thin, thing				
8	/l/	l,ll	leg, bell	20	/th/ (voiced)	th	this, feather, then				
9	/m/	m,mm, mb	mad, hammer, lamb	21	/ng/	ng,n	sing, monkey, sink				
10	/n/	n,nn,kn,gn	no,dinner,knee, gnome	22	/sh/	sh,ss,ch,ti,ci	ship, mission, chef, motion, special				
11	/p/	p,pp	pie, apple	23	/ch/	ch,tch	chip, match				
12	/r/	r,rr,wr	run, marry, write	24	/zh/	ge,s	garage, measure, division				
13	/s/	s,se,ss,c,ce,sc	sun,mouse,dress,city,ice, science	25	/wh/ (with breath)	wh	what, when, where, why				

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme	Graphemes**	Examples		
Short Vowel Sounds:			Vowel Diphthongs:				
26	/a/	a, au	hat, laugh	38	/ow/	ow, ou, ou_e	cow, out, mouse, house
27	/e/	e, ea	bed, bread	39	/oy/	oi, oy	coin, toy
28	/i/	i	if	Vowel Sounds Influenced by r:			
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40	/a(r)/	ar	car
30	/u/	u, o	up, ton	41	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
Long Vowel Sounds:			42	/i(r)/	irr, ere, eer	mirror, here, cheer	
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43	/o(r)/	or, ore, oor	for, core, door
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie	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)			
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row				
35	/ū/	u, u_e, ew	human, use, few, chew				
Other Vowel Sounds:							
36	/oo/	oo,u,oul	book, put, could				
37	/ōō/	oo,u,u_e	moon, truth, rule				

Standard 3: Critical Reading and Writing

Genre Guidance

The following provides a broad index of appropriate genres. 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 and Writing: Reading Strand - *Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.*

By end of third grade , students will have read grade-level appropriate texts in following:	By end of fifth grade , students will have read grade-level appropriate texts in following:	By end of eighth grade , students will have read grade-level appropriate texts in following:	By end of English IV , students will have read grade-level appropriate texts in following:
informational text	informational text	informational text	informational text
fiction	fiction	fiction	fiction
nonfiction	nonfiction	nonfiction	nonfiction
poetry	poetry	poetry	poetry
drama	drama	drama	drama
nursery rhyme	fable	fable	<i>Plus increasingly complex application of previous grades</i>
fable	legend	legend	
folk, fairy, and tall tale	fairy tale	fairy tale	
autobiography and biography	myth	myth	
	autobiography and biography	autobiography and biography	
	<i>Plus increasingly complex application of previous grades</i>	<i>Plus increasingly complex application of previous grades</i>	

Standard 3: Critical Reading and Writing

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related 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.

Qualitative measures

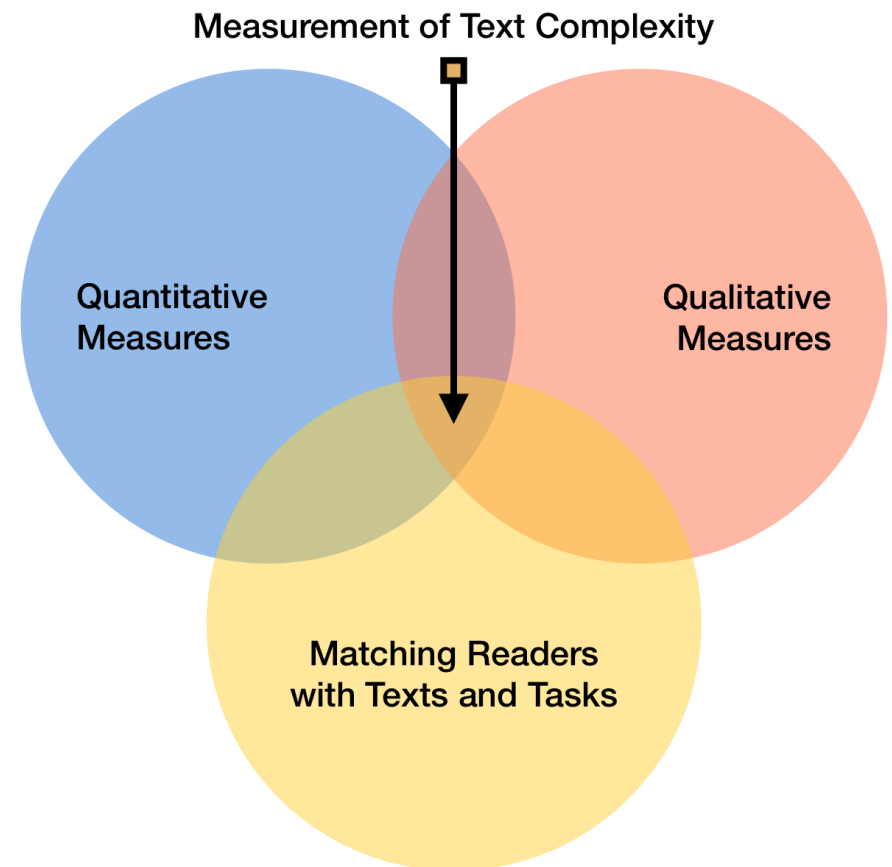
Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research-based rubric.

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

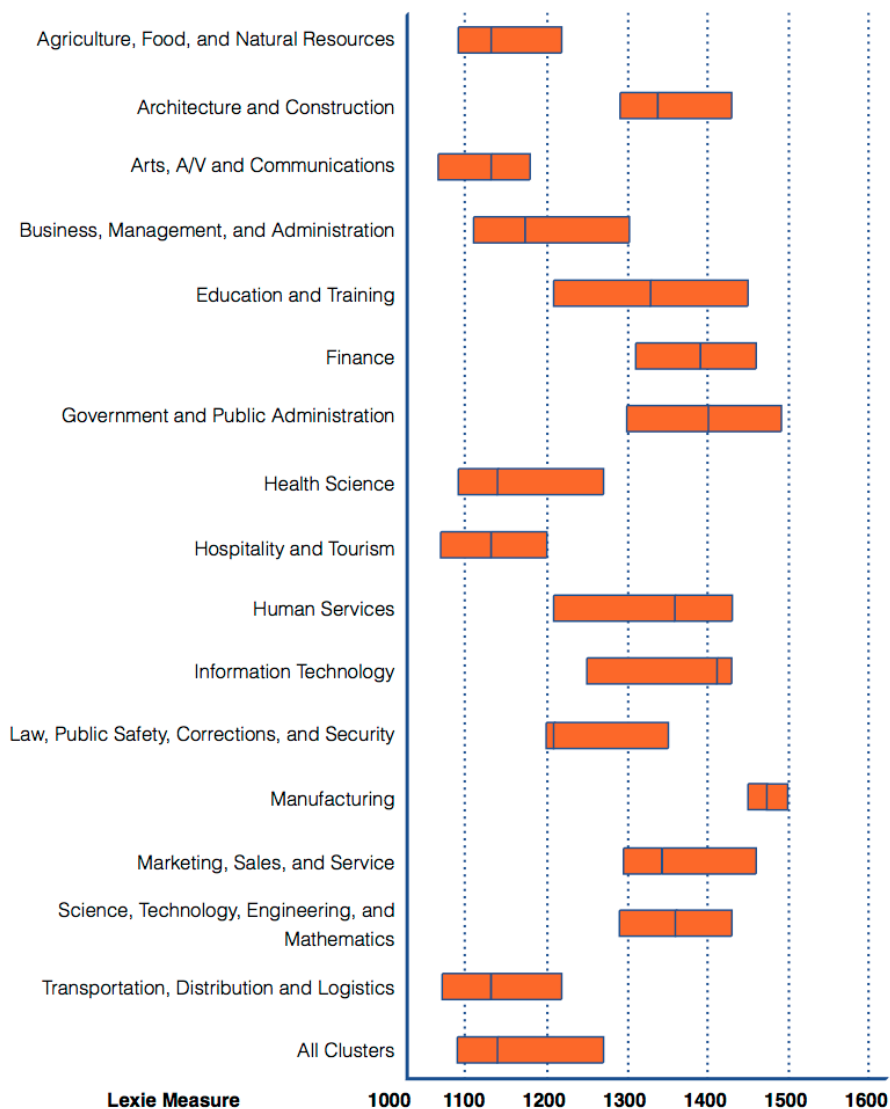
According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*, "text complexity is a staircase effect and the first steps on this staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts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



Standard 3: Critical Reading and Writing

College- and Career-Readiness Reading Range

**National Career Clusters® Framework
Text Complexity for 16 Career Clusters**



Minimum reading range required for careers.

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Grammar Companion

Eight Parts of Speech

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a particular person, place, or thing. These will always be capitalized.

Ex: Mr. Smith, Riverdale Elementary, American

- Common noun - refers to a general group of persons, places, things, or ideas.

Ex: teacher, school, citizen

- Concrete noun - these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or smelled.

Ex: apple, ball, telephone

- Abstract noun - represents a feeling, idea, or quality. These cannot be sensed by your five senses.

Ex: hope, love, peace, hatred

- Collective noun - refers to things or people as a unit.

Ex: team, family, class

Pronoun - a word that takes the place of a noun.

- Personal pronoun - refers to who is speaking, being spoken to, or spoken about.

	Personal Pronouns	
	Singular	Plural
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

- Possessive pronoun - a word that shows possession and defines who owns a particular object.

	Possessive Pronouns	
	Singular	Plural
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

- Reflexive pronoun - a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

Ex: myself, herself, himself, itself, ourselves, themselves

- Demonstrative pronoun - **this, that, these, those**. Points out a person, place, thing, or idea.

Ex: This is my book. Those are my shoes. These are mine.

- Interrogative pronoun - **what, which, who, whom, whose**. Used at the beginning of a question.

- Antecedent - the noun the pronoun replaces.

Ex: **Joann** placed **her** coat in the closet. **Joann** is the antecedent for **her**.

Verb - a word that expresses action or state of being.

- Action verb - a verb that expresses physical or mental action of the subject.

Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- Linking verb - **am, is, are, was, were, be, being, been**. These words are used to link the subject to some other word in the sentence that describes, identifies, or gives more information about it.

Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- Helping verb - used with the main verb to tell what happens or what exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much, and which one**.

- Articles- **a, an, the**, are always adjectives.
- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.
- Adjectives tell How Many. Ex: I have attended **four** schools.
- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.
- Adjectives tell Which One. Ex: I live in **the blue** house.
 - Demonstrative Adjectives: **this, that, these, those**. When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

Ex: This is my book. – demonstrative pronoun taking the place of book.

 This book is mine. – demonstrative adjective describing book.
- Adjectives that Compare - these are usually formed by adding **-er, -ier, -est, -iest**. Ex: **larger** hat, **angrier** than you, **biggest** car.
- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to what extent**. Common adverbs end in **-ly**.

- Adverbs tell **How**.

Ex: The dolphin floated **gracefully** in the water.

John finished the race **strong**.

- Adverbs tell **When**.

Ex: Lisa will go **first**.

Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.

Ex: Turn **left** at the stoplight.

The dogs are **outside**.

- Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very**.

Ex: It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.

- One-word Prepositions - consists of one word

Examples in sentences: The deer ran across the road. We stopped at the store down the street.

Common One-word Prepositions

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
Example in a sentence: Water flowed in front of the rocks.

Common Phrasal Prepositions

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet** - connect equal parts of a sentence.

Ex: I like to read **and** watch TV.

We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

Common Subordinating Conjunctions

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither...nor, either...or, not only...but also**

Ex: **Not only** do I like football, **but** I **also** like baseball.

Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.

Ex: wow, yes, well, please, yuck

Parts of the Sentence

Subject

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. It is what or whom the sentence is about.

Ex: The young **man** built the family a the new house.

The simple subject is the subject and any modifiers.

Ex. **The young man** built the family a new house.

Predicate

The predicate of a sentence expresses the action or being within the sentence.

Ex: The young man **built** the family a new house.

The simple predicate contains the verb and words that modify the verb.

Ex: The young man **built the family a new house.**

Direct Object

The direct object receives the action of the sentence. It is usually a noun or pronoun.

Ex: The young man built the family a new **house**.

Indirect Object

The indirect object indicates to whom or for whom the action of the sentence is being done.

Ex: The young man built the **family** a new house.

Subject Complement

A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

Phrases - groups of words that do not contain both a subject and a verb.

Prepositional Phrase -made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)
- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial

- **Infinitive Phrase - the word “to” plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns**

Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

Her plan **to become a millionaire** fell through when the stock market crashed. (adjective describing plan)

John went to college **to study engineering**. (adverb describing why he went)

- **Participial Phrase - a verb form functioning as an adjective.**

Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

- **Gerund Phrase - an –ing verb form functioning as a noun.**

Ex: **Walking the dog** is not my favorite task. (subject)

Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.

Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

Clauses

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose**.

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

Subordinating conjunctions to show time: **after, before, when, while, as, whenever, since, until, as soon as, as long as, once**

Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**

Subordinating conjunctions to show condition: **if, unless, whether, providing**

Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples:

Time: **After the family spent the day at the zoo**, they were very tired.

Cause and Effect: The family was very tired **since they spent the day at the zoo**.

Condition: **Unless you plan your trip to the zoo carefully**, you won't be able to see all the animals in one day.

Contrast: The family visited the park, **although they really wanted to spend the day at the zoo**.

Noun Clauses - dependent clauses that function as the subject, object, or compliment of a sentence.

They begin with subordinating conjunctions.

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

- Whatever you want for dinner** is fine with me. (subject)
- John will make **whatever you want for dinner**. (direct object)
- I have dinner ready for **whoever wants to eat**. (object of the preposition)

Verb Tense

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense
- The Present Tense
- The Future Tense

Examples of Tenses

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)
- I walk to work. (The verb *walk* is in the **present tense**.)
- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)
- I am happy. (The verb *am* is in the **present tense**.)
- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense:** laughed, was/were laughing, had laughed, had been laughing
- **Present Tense:** laugh, am/is/are laughing, has/have laughed, has/have been laughing
- **Future Tense:** will laugh, will be laughing, will have laughed, will have been laughing

The Full List of Tenses

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	Example
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	Example
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

Sentence Structure

1. Simple - a simple sentence contains one independent clause.

Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

Types of Sentences

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

Ex: Is it snowing? Have you had breakfast?

Standard 1: Speaking and Listening

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

Reading	Writing
Students will develop and apply effective communication skills through speaking and active listening.	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.
12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	12.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
12.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	12.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.
12.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	

Standard 2: Reading and Writing Process

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

Reading

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

12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

12.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.

Writing

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

12.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

12.2.W.2 Students will plan (e.g., *outline*) and prewrite a first draft as necessary.

12.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., *description, compare/contrast, sequential, problem/solution, cause/effect, etc.*) and building on ideas in multi-paragraph essays.

12.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

12.2.W.5 Students will use resources to find correct spellings of words (e.g., *word wall, vocabulary notebook, print and electronic dictionaries, and spell-check*).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

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

Writing

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

12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.

12.3.W.1 **NARRATIVE**

Students will write narratives embedded in other modes as appropriate.

12.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

12.3.W.2 **INFORMATIVE**

Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (*e.g., specific facts, examples, details, data*) and maintaining an organized structure and a formal style.

12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

12.3.W.3 Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

12.3.W.4 **ARGUMENT**

Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

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

12.3.W.5 Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

12.3.R.6 Students will comparatively analyze the structures of texts (e.g., *compare/contrast*, *problem/solution*, *cause/effect*, *claims/counterclaims/evidence*) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.

12.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.

12.3.R.7 Students will make connections (e.g., *thematic links*, *literary analysis*, *authors' style*) between and across multiple texts and provide textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

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

- 12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
- 12.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.
- 12.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
- 12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.
- 12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

- 12.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
- 12.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.

Standard 5: Language

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

Reading

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

12.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

- 12.5.W.1 Students will write using correct mechanics.
- 12.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.
- 12.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Standard 6: Research

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

Reading

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

12.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing

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

12.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., *time for research, reflection, and revision*) and for shorter timeframes (e.g., *a single sitting or a day or two*).

12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.

12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., *MLA, APA, etc.*) and avoiding plagiarism.

12.6.W.4 Students will synthesize and present information in a report.

Standard 7: Multimodal Literacies

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

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

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

12.7.R.1 Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

12.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.

12.7.R.2 Students will analyze the impact of selected media and formats on meaning.

12.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

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

Reading

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

Writing

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

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

12.8.W Students will write independently over extended periods of time (*e.g., time for research, reflection, and revision*) and for shorter timeframes (*e.g., a single sitting or a day or two*), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and/or articulate new perspectives.